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ABSTRACT

Mandated by the Education Amendments of 1974, this document is the first attempt to describe and interpret the condition of American education in a statistical report. Using the theme of participation, the data identifies participants in education, portrays what goes on in schools, explores changing patterns of age participation in types of schooling, looks at where education takes place, and describes educational financing. (Author/DW)

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The Condition of Education

A Statistical Report on
the Condition of
American Education
1975

National Center for
Education Statistics,
Education Division,
U.S. Department of Health,
Education, and Welfare

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

March 1, 1975

To the Congress of the United States:

In accordance with Section 406(d)(1) of the Education Amendments of 1974, I am pleased to transmit a copy of a report on the Condition of Education in America due March 1, 1975. The report includes a statistical examination of the Condition of Education and a programmatic review of the activities of the National Center for Education Statistics.

The report describes education in terms of its scope and its contribution to society. Education is an important enterprise. We invest heavily in education. We are pleased when it yields benefits and disappointed when it falls short of our expectations.

This report offers a data base within which to evaluate the accomplishments of the educational system and to examine the issues of educational policy. It also discusses a program of data collection and analysis which will enhance the data base in the future.

It is our hope that this and future editions of this report will be of help to educators and decisionmakers.

Sincerely,

Virginia Y. Trotter

Virginia Y. Trotter
Assistant Secretary
for Education

Foreword

This document is the first attempt to describe and interpret the condition of American education in a comprehensive, statistical report. As a first attempt, it is limited in scope and depth, but it is expected to serve both the immediate requirements of policymakers and the more distant goal of sharpening insights and inquiries into educational practices.

The theme of this year's report is participation: participation in education and participation in society made possible through educational experiences. Educated individuals participate in society as parents, voters, and wage earners. In spite of some ambiguity education appears to alter the manner in which they fill these roles. This report identifies participants in education, portrays what goes on in schools, explores the changing patterns of age participation in types of schooling, looks at where education takes place, and describes how education is financed. The theme chosen for this first Annual Report of the Condition of Education was selected for two reasons: first, because it provides a general yet structured framework for reflecting on the mission of American education and, second, because some information is known about the social consequences of participation in education. For these reasons it has been possible to assemble a considerable amount of information about participation, even in the very brief period available for preparation of this report. It has been necessary to rely exclusively on data which were already collected and, for the most part, on analyses which had already been completed. While numerous published and unpublished sources were consulted, there were many important topics for which no data were immediately available. With the anticipated reorientation and expansion of the NCES programs, later editions are expected to contain more detailed, specific statements reflecting research and analyses directed specifically to the task of appraising the conditions of American education.

This report was mandated by the Education Amendments of 1974. The law also requires that the National Center for Education Statistics provide "a description of the activities of the Center during the then current fiscal year and a projection of its activities during the succeeding fiscal year. . ." along with estimates of the cost of the proposed activities. The Center's program for fiscal year 1975 and tentative plans for fiscal year 1976 are presented following the statistical report on the condition of education. It is expected that these plans will be modified or altered as the result of reorganization activities which are continuing throughout 1975.

The Center has reoriented its program to respond to the spirit and intent of the Congressional mandate. The new Center has formulated management objectives which both insure the delivery of information useful for policy purposes and furnish specific direction for NCES operation and management during fiscal years 1975 and 1976. These management objectives focus on improving the quality, timeliness, and accessibility of data; strengthening analytical capacity within NCES to conduct analytical studies; providing State and local educational agencies with technical assistance to improve the educational data base at all levels; and planning and conducting statistical studies on educational activities in foreign countries organized in terms of policy issues and presented for easy interpretation.

Francis C. Nassetta
Acting Administrator
National Center for Education Statistics

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Introduction

Large numbers of our citizens participate in education as students or teachers. Their activities range by level from preschool to adult and continuing education, encompassing but not limited to formal training in the public elementary and secondary schools and attendance at postsecondary institutions. Educated individuals participate in society as parents, voters, and wage earners. In spite of some ambiguity as to the specific nature of the effects of their education, it appears that education alters the manner in which they fill these roles.

This report does not attempt to prove that education affects the nature of participation in society, though we present some of the strong correlational evidence which has been used traditionally to support such a position. Instead, we adopt without argument the viewpoint that education is not only a human right in some fundamental sense but also necessary to a vital democratic society. Hence, it is relevant to examine participation in, and participation dependent upon, education.

To explore the theme of participation chosen for this report requires that we respond to the questions who, what, when, where, and how. To some extent, this report looks at each. It identifies participants in education: where they live, what kind of communities they reside in, and what their racial or ethnic origins are. It portrays what happens in schools: what is taught, by whom, and in what environment. It explores the changing patterns of participation by age group in the various types of schooling. It looks at where education takes place: the kinds of institutions offering education, and the differences among them. Finally, it describes how education is financed: who pays and in what shares.

This theme was selected for two reasons. First, as the inaugural edition, the Report should reflect broadly on the mission of American education. Hence, the Report aims to be as comprehensive in portraying the educational system as data permit. Focus on *participation* provides a general yet structured framework for reviewing what is currently known about the educational enterprise in terms of such different types of information as enrollments and attainments. Second, because more is known about the social consequences of participation in education than about many other topics, it has been possible to assemble a considerable amount of information in the very brief period available for preparation of the first report. It is expected that more detailed and specific themes will be used as vehicles in later reports to appraise the conditions of American education.

The Effects of Education

This report is undertaken at a time when the ability of education to effect change is questioned. The role of education in society has long been the subject of reflection and speculation. Recently, particularly over the past two decades, systematic studies of the relationship of education to selected aspects of society have been initiated. It has been found that education and income levels are highly correlated, that family stability and education are associated, that social mobility and education are related. These findings strongly suggest that education might serve as a device for achieving the most cherished goals of American society—equal opportunity, economic plenty, and social and political participation. However, attempts to achieve these goals through educational reform have not always been successful. The reasons for these failures have been obscure, though several highly visible studies—most notably *Equality of Educational Opportunity*—have suggested that education is neither as powerful nor as manipulable as early speculation and research seemed to suggest.

Neither the power nor the ineffectiveness of education programs in shaping American society has been firmly established. The issues are remarkably complex, the problems in developing empirical studies are almost overwhelming, and the efforts being expended are paltry when contrasted with the stakes. Not surprisingly, controversy rages over the best course of policy. Regrettably, this controversy contributes to programs of uncertain focus and unrealistic expectations.

Future editions of this report will begin to explore some of the problems in analysis and measurement which have been identified by research and the report. To portray the condition of education adequately, one must understand how it works, what it offers, and why. This report can acknowledge these problems, but it still must proceed to offer in the clearest way possible a statistical portrait of the condition of education.

Organization of the Report

The opening chapter provides a context for the report, followed by two major divisions of three chapters each. The two major divisions look first at the achievement of a basic education, through the activities and results of elementary and secondary education, and second at opportunities for postsecondary education, in universities, colleges, and vocational and technical schools. The three chapters within each division examine parallel concerns in both elementary/secondary and postsecondary education: attainment, cost, and the educational enterprise. The accomplishments of the educational system are considered first. As reviewed in this report, they include measures of the knowledge people possess, high school graduation rates, and college and university degrees earned. The costs of providing education are examined next. The role of different governmental units in paying for education and the costs to participants are included topics. The nature of the enterprise providing the education is explored last. Enrollments, institutional and curriculum characteristics, and staffing patterns are included.

Supporting tables are presented in a separate division. The final division presents the plans and program of the National Center for Education Statistics for fiscal years 1975 and 1976.

Data in the Report

This report was mandated by Education Amendments of 1974 in August of that year. In order to meet the March 1, 1975, publication requirement for the first report it has been necessary to rely exclusively on data which were already collected and, for the most part, on analyses which had already been completed. While numerous published and unpublished sources were consulted, there were many important topics for which no data were available. The effect of some of these omissions is to make this edition of the Report open to the criticism of presenting too positive a statement of the condition of education by ignoring many problem areas. For example, information on the extent of bilingual instruction and the use of various kinds of instructional technologies would strengthen the examination of our elementary and secondary schools. The absence of comparative data on public and private schools is particularly noticeable. Additional data on such topics as differential costs of public and private schools and impact on public school enrollments and curricula would contribute to an understanding of the role now played by private schools. Data on the scope and effect of many federally funded educational programs receive limited coverage here, due in part to the preliminary or fragmentary nature of the data. An improved data base from which to draw information on these and other topics will be provided in the future by many data collection and analysis activities already underway.

The law specifies a time horizon for the report, directing that it contain statistics relating "the condition of education in the United States during the two preceding fiscal years and a projection, for the three succeeding fiscal years." This directive has been interpreted liberally to mean that the report should present statistical information within a context which permits the examination of changes and the identification of trends occurring in education. In some cases (e.g. in reviewing trends in the size of the school-age population), a time horizon of more than 5 years is necessary to provide an appropriate context. In other cases, important or insightful statistics are not gathered annually. Therefore, depending upon the information being presented and the availability of data, the years for which data are presented do not always adhere to a 5-year time horizon.

Several technical problems inhibit this and other efforts to present current data on educational activities. Because education is conducted by many independently administered units, the mechanics of data collection require substantial effort and coordination, often resulting in delays in assembling national statistics. For example, much of the basic information on public elementary and secondary education is collected, assembled, and analyzed at the State level before it becomes available for national distribution. Complete data on expenditures for a single school year, for example, are not ascertained until the year ends and are not reported until final accounts are settled, frequently several months later. Efforts now underway to facilitate data collection and reporting are discussed in detail in the portion of this report which describes the programs and plans of the National Center for Education Statistics.

While this report is limited in scope and depth, it is hoped that it will serve policymakers by offering a substantive, statistical framework within which to consider policy alternatives and to serve educators by sharpening insights and inquiries into educational practices.

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1

A Context for Examining the Condition of Education

American commitment to education and financial support of educational institutions exceeds that of any other country. State laws not only offer free public education but also require that all able young people participate. In addition, large numbers of schools and agencies offer opportunities for study in a variety of postsecondary institutions. While American education is often castigated for its failures, it has also been remarkably successful at the massive undertaking of providing education for so many people.

This section offers a perspective for examining the condition of education in terms of the ways in which education affects American life. The impact of education on society and the magnitude of the educational system are used as the two points of focus in this discussion. Later chapters will draw upon and extend the ideas presented here in documenting the condition of basic and postsecondary education.

Impact of Education on American Society

A substantial portion of our population has completed a formal basic education, and the percentages are increasing annually. The high school, as it emerged 60 years ago, is a distinctly American phenomenon which has served the varied purposes of those preparing for continued study, those preparing for entry into the labor force, or those preparing for careers in homemaking. Its intent has been to foster a democratic environment as well as to offer academic and technical training. A high school diploma has become more readily available since the turn of the century. This increased access to formal schooling is reflected by an increase over time in the proportion of the population with high school diplomas. Between 1960 and 1974 the proportion of all adults 25 years or older with a high school education rose from 40 to 60 percent (chart 1.1). The growing importance of a high school education has also affected the tendency of young people to take advantage of the schooling being offered. Among the population 25 to 29 years old, the proportion of those who have graduated from high school has risen from 60 to over 80 percent in the past 14 years. Higher proportions of people are also continuing education at the college level, raising the percentage of persons 25 to 29 years old with 4 years of college from 11 to more than 20 since 1960. The effect of these increases in the proportion of persons receiving high school and college education is to change substantially the educational status of the population. This leads to such effects as new entrance level requirements for work and more learning by children of more educated parents. These effects are discussed in other parts of this report.

Education and Voter Participation.—A literate and actively participating electorate is considered essential to the democratic process. Educated persons exhibit higher participation rates as voters than do those with limited education. Reported participation in the general election of 1972 showed marked differences among families with varying levels of education (chart 1.2). Even when compared with others at the same income levels, more educated persons voted in larger proportions. In some cases, differences in educational level made greater differences in voter participation than did income level, sex, or race (chart 1.3). Within some education levels, the proportion of White males who voted was not very different from the proportion of Black males, or White females or Black females. For those with 4 years of high school, the lowest percent (57) was found for Black males and the highest (67) for White females. For those with 4 years or more of college, the range was 79 percent to 86 percent.

Education and Home Environment.—Considerable discussion has focused on the effects of home environment on a student's academic achievement. In general, it is believed that the home does have profound effects on the ability to benefit from formal educational experiences. Some evidence which supports this hypothesis is offered by performance results reported by the National Assessment of Educational Progress. In the subject area of citizenship, performance at each of the four age-level groups tested bears a direct correlation with level of parental education (chart 1.4). Scores for subgroups formed on the basis of parental education at each age level vary at least 15 percentage points from the lowest (no high school) to the highest (post-high school). If these variations are attributable even in part to parents' education, then a compelling argument may be made that high educational attainments today will yield home environments more conducive to formal education in the future, and we can expect higher levels of achievement from succeeding generations. Such an argument is filled with questions and uncertainties, but it nevertheless is worthy of examination.

Education and Employment.—While the trend to more education is in many ways encouraging, it also signals a problem. Our society, particularly the economic sector, has come to regard education as a necessary qualification for participation in the labor force. Most jobs in a technologically advanced society are believed to require at least a high school education. While there are jobs which carry with them very few formal educational requirements, access to the vast majority of occupations does depend upon educational background. Hence the disparity between those with limited schooling and the population at large affects availability of work and access to particular jobs.

For high school graduates not enrolled in college, the unemployment rate is higher for dropouts than graduates (chart 1.5). Among those seeking work in October 1972 the unemployment rate for graduates was 10 percent. For high school dropouts at the same time-period, the rate was 19 percent. While unemployment statistics vary with economic conditions, the point of these statistics remains, namely that a high school diploma is regarded as important by many employers.

Education is a factor in equalizing the differential participation of men and women in the labor force. Males between the ages of 25 and 64 have high rates of participation in the labor force (chart 1.6). By contrast, rates of participation for females do not follow uniform patterns for different age and education levels. However, for the age groups between 20 and 64, labor force participation for females is higher among those subgroups with greater educational attainments. The highest and most consistent participation rates are found among those with 5 or more years of college. These patterns of labor force participation are clearly the result of many influences and trends in society at large. Participation of women in the labor force has been increasing steadily, from 37 percent of women of working age in 1960 to 45 percent in 1973. Education is one of the contributing factors.

Data on salaries of employed persons by level of educational attainment show wide discrepancies between those for men and women. The information presented earlier on labor force participation suggests that seniority differences may account for some of these discrepancies. However, even for the group with 5 or more years of college (the highest participation group shown for women) the differences are noteworthy. For individuals in the 25 to 34 year old age group the median salary in 1972 was $12,249 for men and $7,731 for women (chart 1.7). In the 45 to 54 year old group, median salary for men was $19,132; for women, $10,308. Whether by reason of limited access to particular jobs or discrimination in comparable jobs, there are income differences related to sex.

The relationship between education and income is still most clear for males, whose rates of participation in the labor force are high and have not varied markedly over time. Estimated lifetime income for males between the ages of 25 and 64, calculated on the basis of arithmetic means of sample household, ranged in 1972 from $230,757 (in current dollars) for those with less than 8 years of school to $671,882 for those with 5 years or more of college (chart 1.8). Intermediate figures showed $393,151 for those with 4 years of high school and $590,053 for those with 4 years of college.

The importance of education to success is an idea deeply ingrained in the American public. While there has been doubt expressed by some professional educators about the importance of education, perhaps because of the theories advanced on the basis of recent research efforts regarding genetics and home environment, the public is more optimistic (chart 1.9). Clearly, positive attitudes are important to the continued support of education. Assessing the feelings of the public toward education is one way of gauging the environment in which schools must operate.

The Cost and Size of the Educational Enterprise

Providing educational services is a major activity. More than 6 million people, or approximately 7.8 percent of the civilian labor force, are employed by the education sector. Expenditures by educational agencies and indstitutions, public and private, have increased dramatically in the years between 1971-72 and 1974-75; from $84.7 billion to an estimated $110.4 billion (chart 1.10). The Federal share of the amount has dropped slightly, from 11.1 to 11.0 percent. Other shares have also exhibited minor changes, with State shares increasing to compensate for minor decreases at the local level. Part of the overall increases are the result of inflation. When deflated on the basis of the Consumer Price Index, the expenditures in constant (1971-72) dollars between 1971-72 and 1974-75 would increase from $84.7 billion to $89.0 billion (chart 1.11). These expenditures were made during a period when enrollments at the secondary and higher education levels were expanding.

As a portion of Gross National Product (GNP), expenditures on education in recent years have changed by less than a full percentage point, from 7.2 percent in 1967-68 to a high of 8.0 percent in 1971-72, down to 7.6 percent in 1973-74 (chart 1.12). Only a few countries devote such a substantial portion of their GNP to education. This high proportion, together with the high level of GNP for this country, means that our expenditures per student in public institutions, even given the large numbers of students receiving education, greatly exceed those of other countries. For example, in 1970, governmental expenditures (excluding nonpublic expenditures) on education as a percent of the GNP amounted to 6.5 percent for the United States and 8.6 percent for Canada. Yet current expenditures per student in public elementary and secondary schools were $860 for this country and $748 for Canada. Clearly, the ability to provide educational services is a function of size of GNP as well as of willingness to pay.

The continuing ability to maintain these high levels of expenditures for education is a factor which needs to be considered in reviewing the prospects for the condition of education in the future. As the school-age population declines and the adult population increases, the ratio of adults of working age to students will increase. In looking only at the school-age population, it appears that the burden of educational expenditures on the population might ease (chart 1.13). However, this picture ignores the growing proportion of senior citizens and their demands for governmental, including educational, services. Education will necessarily be competing against requests for the social security benefits and health services for the elderly which are rendered by the public sector, as well as competing against requests for environmental control and mass transit.

Education will be affected by declining enrollments in the future. The peak in elementary school (kindergarten through grade 8) enrollments occurred in 1969-70; for secondary schools (grades 9-12) the peak will occur in 1975-76, and for colleges it will occur in 1980-81 (chart 1.14). Elementary enrollments will decline at least until 1981-82, when the elementary school-age population is expected to increase again, with secondary and college-age populations increasing in later years. The uneven pattern of expected enrollments clearly poses problems to be considered by educators planning for the future. Making provisions for adequate educational services over time and yet avoiding the costly wastes of partially filled buildings and underutilized teaching staff when enrollments decline is a serious problem.

Data show a U.S. population with increasing educational attainment as young people with more education than their elders join the mainstream.

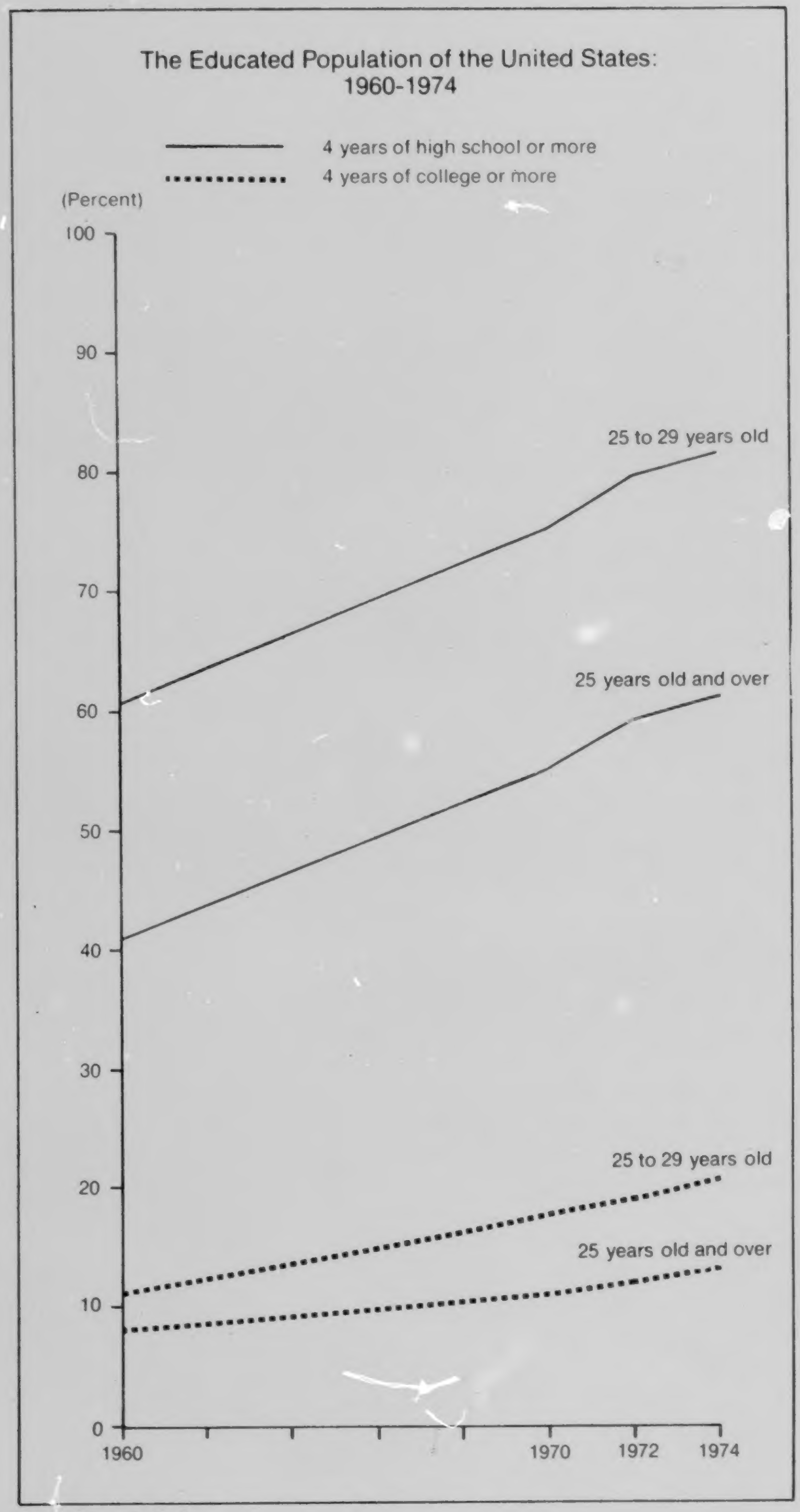


Chart 1.1 — Table 1

Participation in society, as reflected in voting in a major election, varies with the level of education.

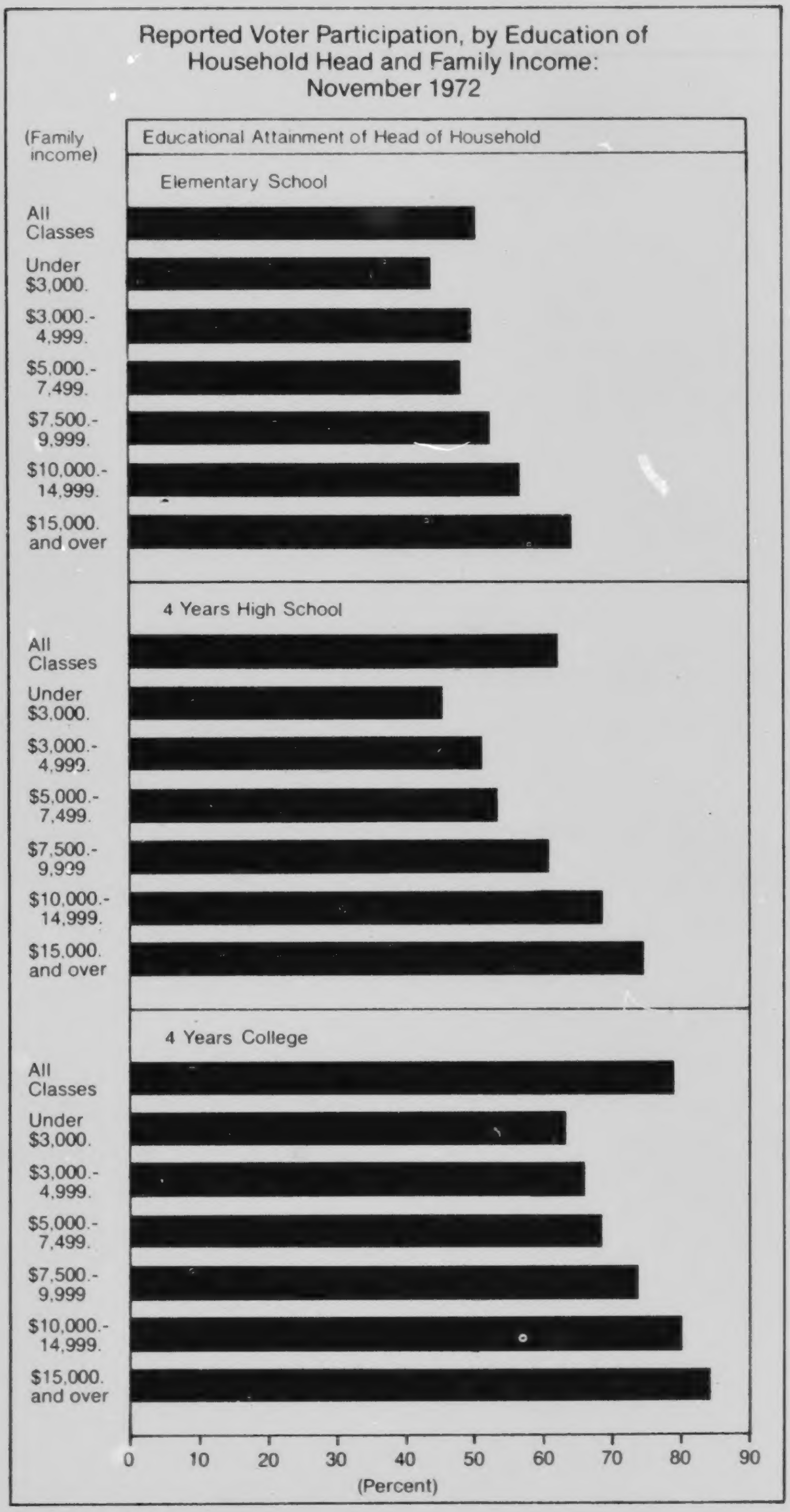
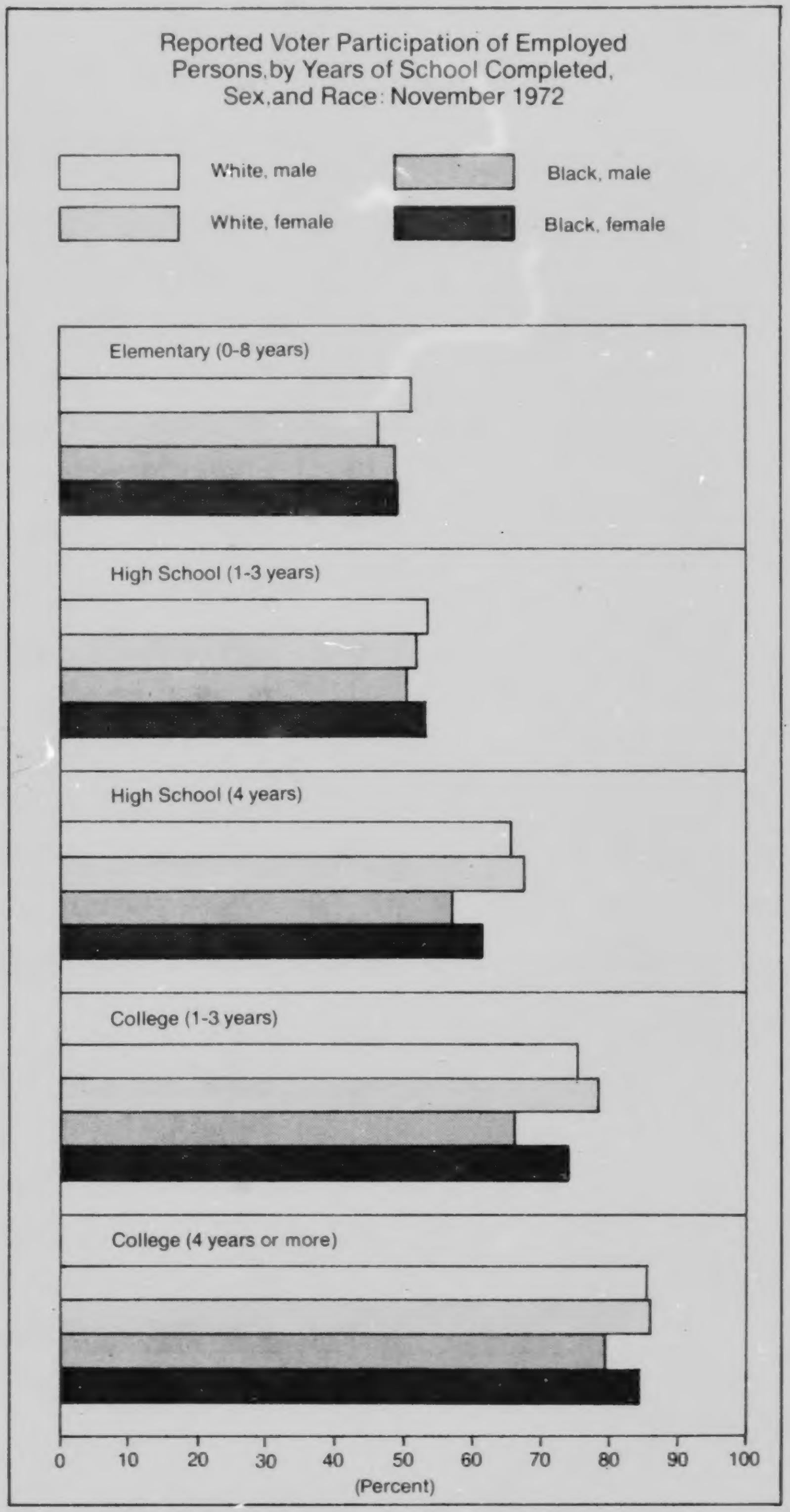


Chart 1.2 — Table 2

The greater participation of more educated persons in elections occurs regardless of race or sex.



Reported Voter Participation of Employed Persons, by Years of School Completed, Sex, and Race: November 1972

Chart 1.3 — Table 3

Performance by children and young adults on exercises in the subject area of citizenship is related to level of parental education.

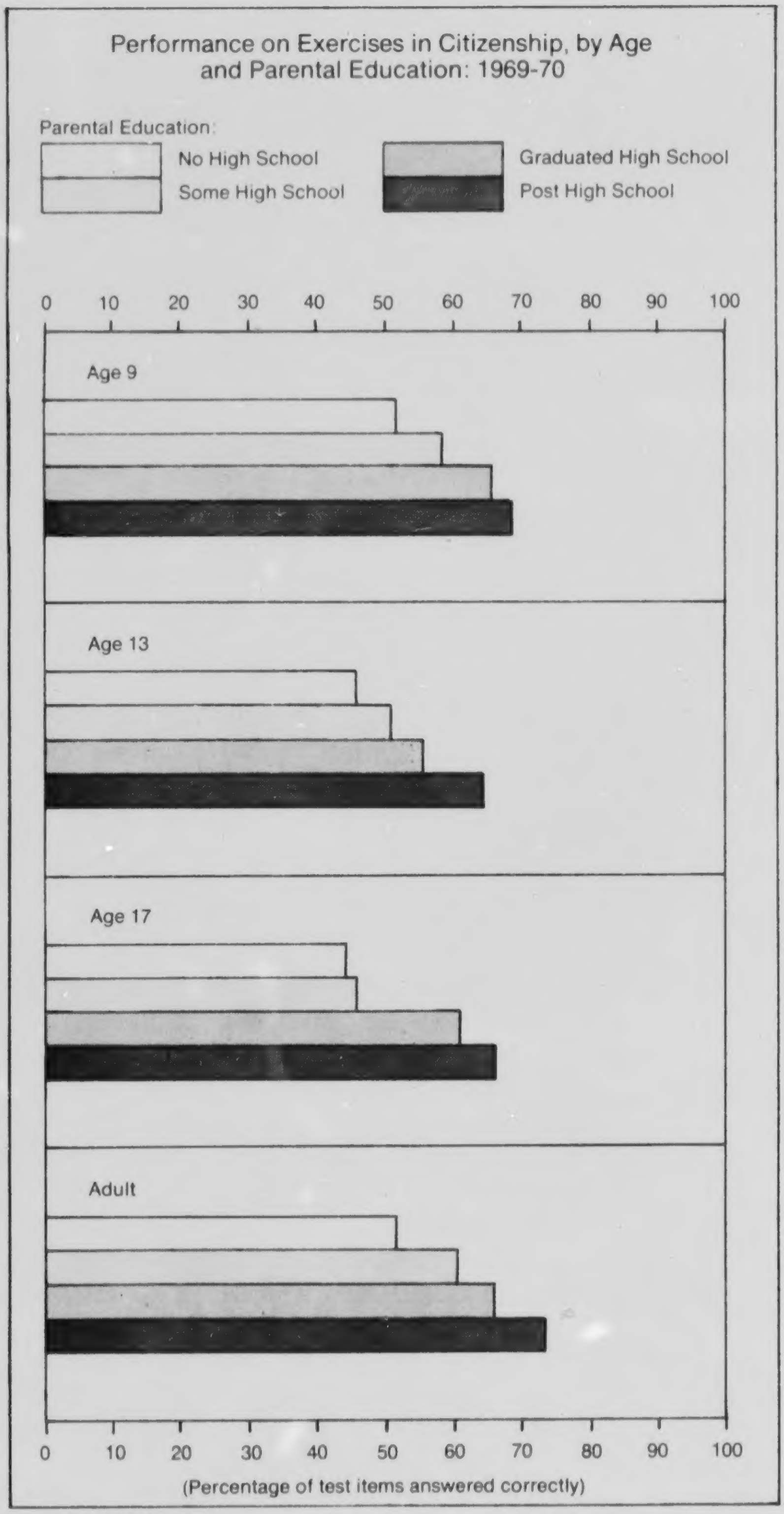


Chart 1.4 – Table 4

Participation in the labor force is also related to educational attainment. A larger proportion of high school graduates than dropouts obtain work.

Employment Status of High School Graduates and Dropouts: October 1972

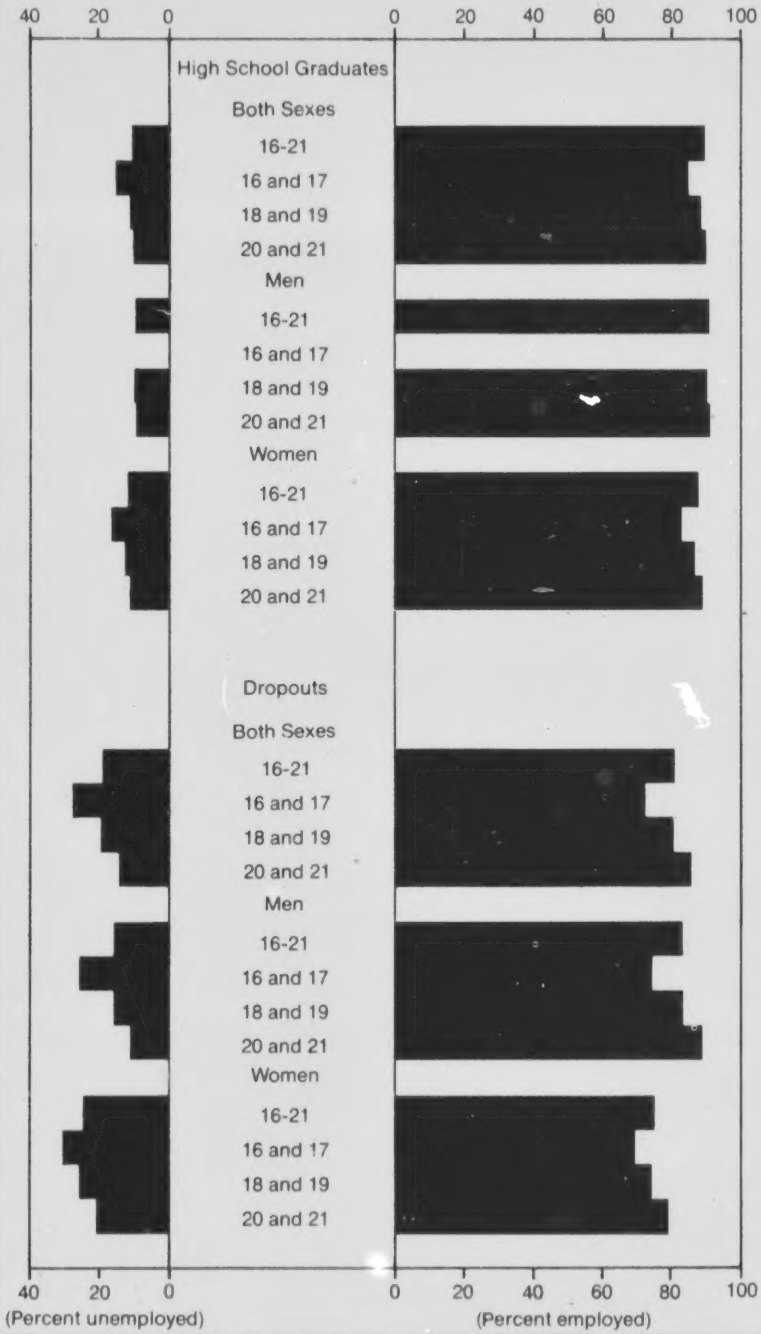
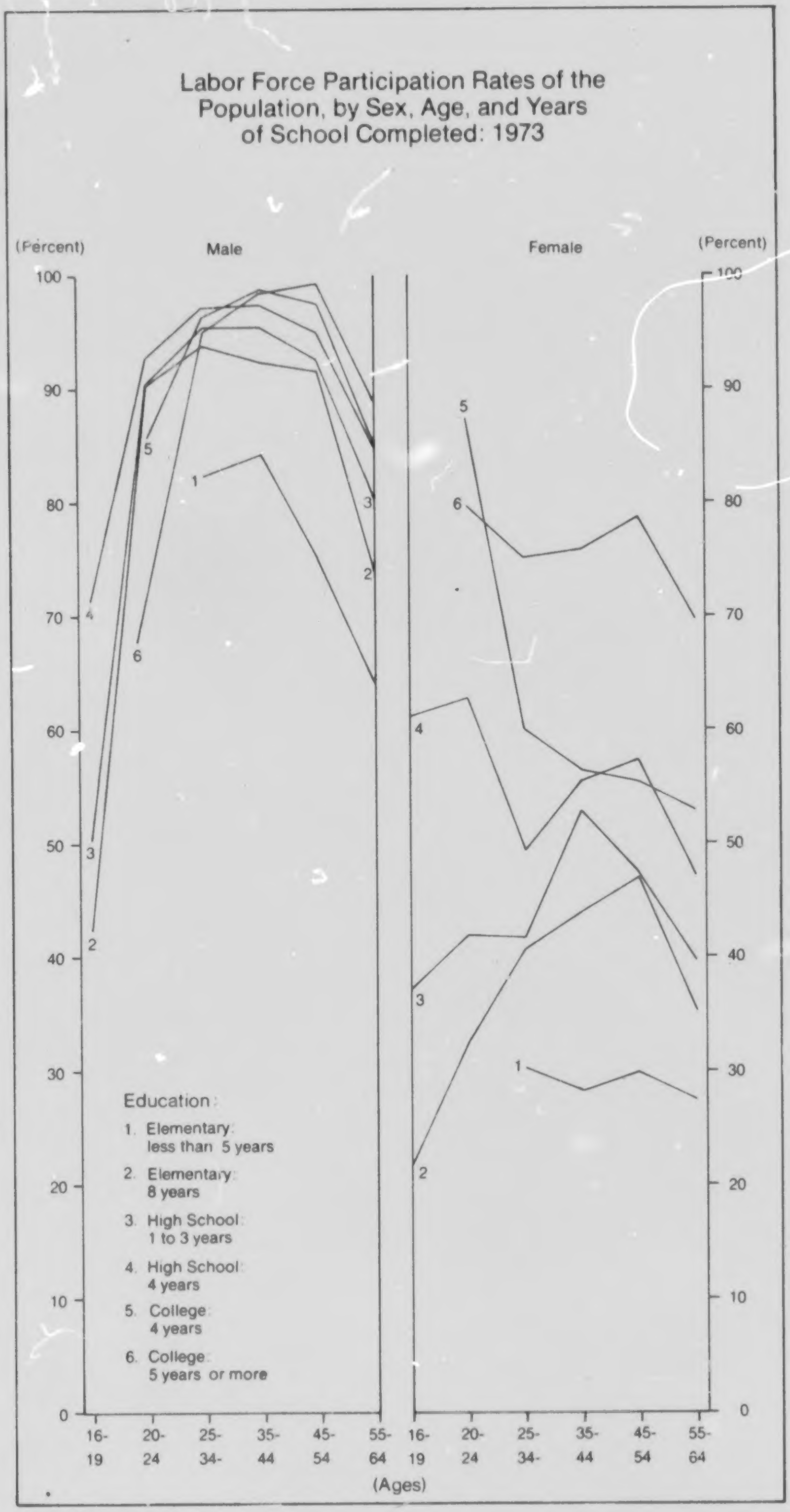


Chart 1.5 — Table 5

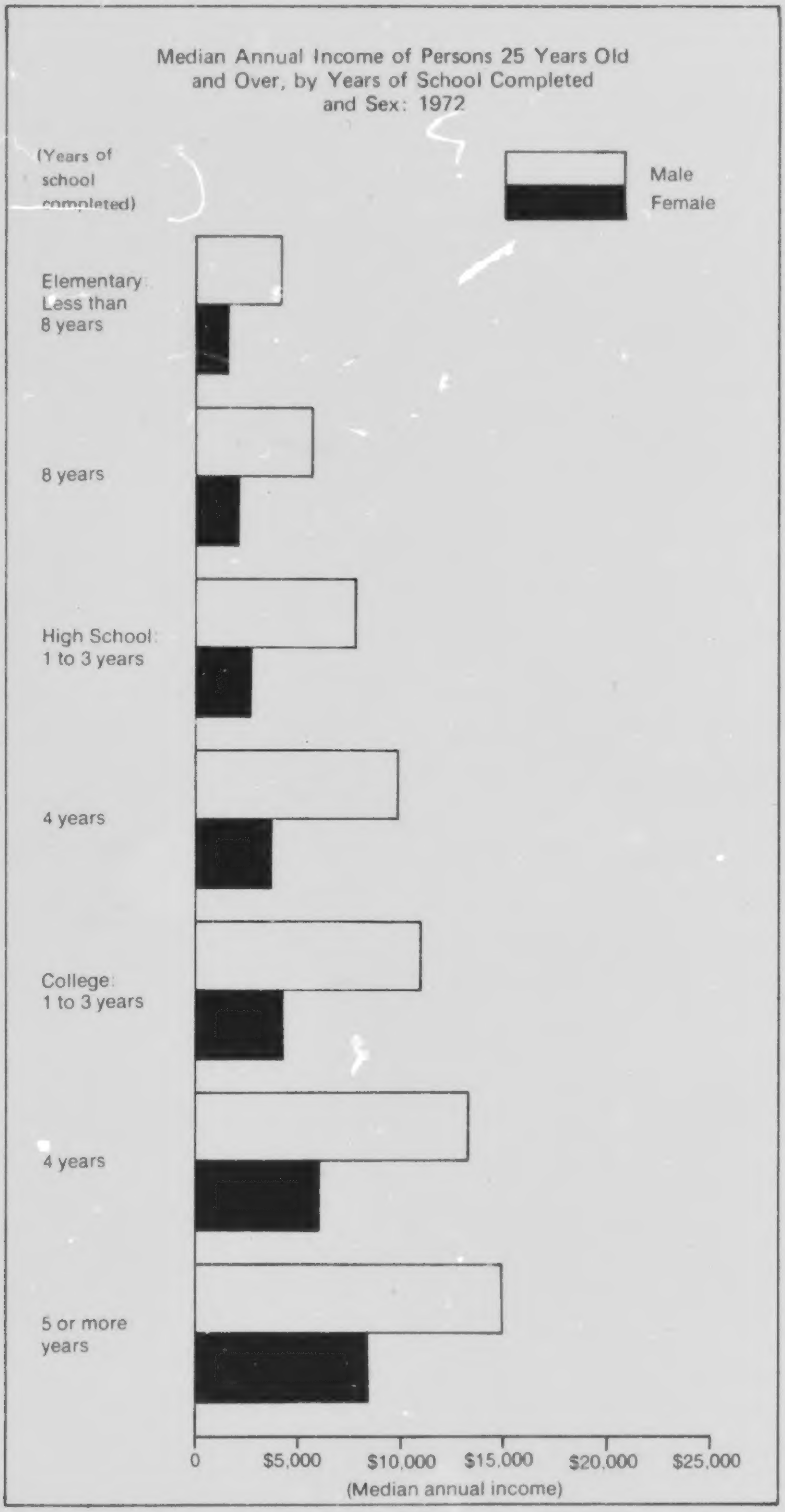
Education makes considerable differences in labor force participation among women. Patterns by age vary more for women than for men.



Labor Force Participation Rates of the Population, by Sex, Age, and Years of School Completed: 1973

Chart 1.6 – Table 6

Men still receive higher incomes than women at similar education levels.



Median Annual Income of Persons 25 Years Old and Over, by Years of School Completed and Sex: 1972

Chart 1.7 – Table 7

Data for males reveal that education significantly affects earning power.

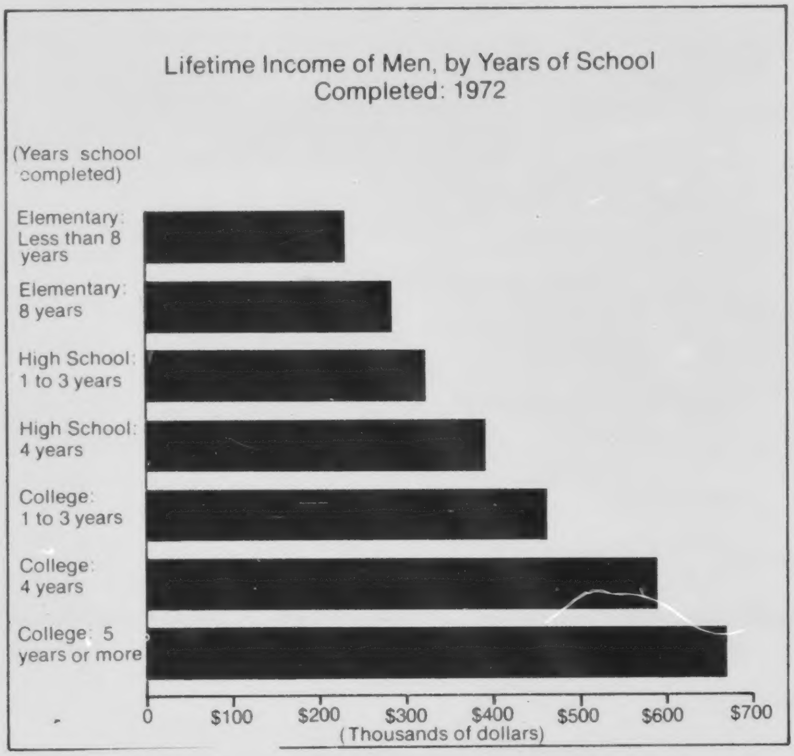


Chart 1.8 — Table 8

The American public has regarded education as the road to success. This attitude does not seem to be changing, despite theories that genetics and home environment are central.

THE IMPORTANCE OF EDUCATION TO SUCCESS

A recent survey asked:

How important are schools to one's future success- extremely important, fairly important, not too important?

Survey respondents gave these answers:

	National Totals	No Children In School	Public School Parents	Private School Parents
	N= 1,627	928	620	124
	%	%	%	%
Extremely important	76	71	81	84
Fairly important	19	22	16	13
Not too important	4	5	2	2
No opinion	1	2	-	1
	100	100	99*	100

(*Due to rounding)

SOURCE: Gallup International, Phi Delta Kappa, September 1973

Chart 1.9

Total expenditures for all types of education have risen over the past 5 years.

Estimated Expenditures of Educational Institutions, by Source of Funds: 1971-72 to 1974-75

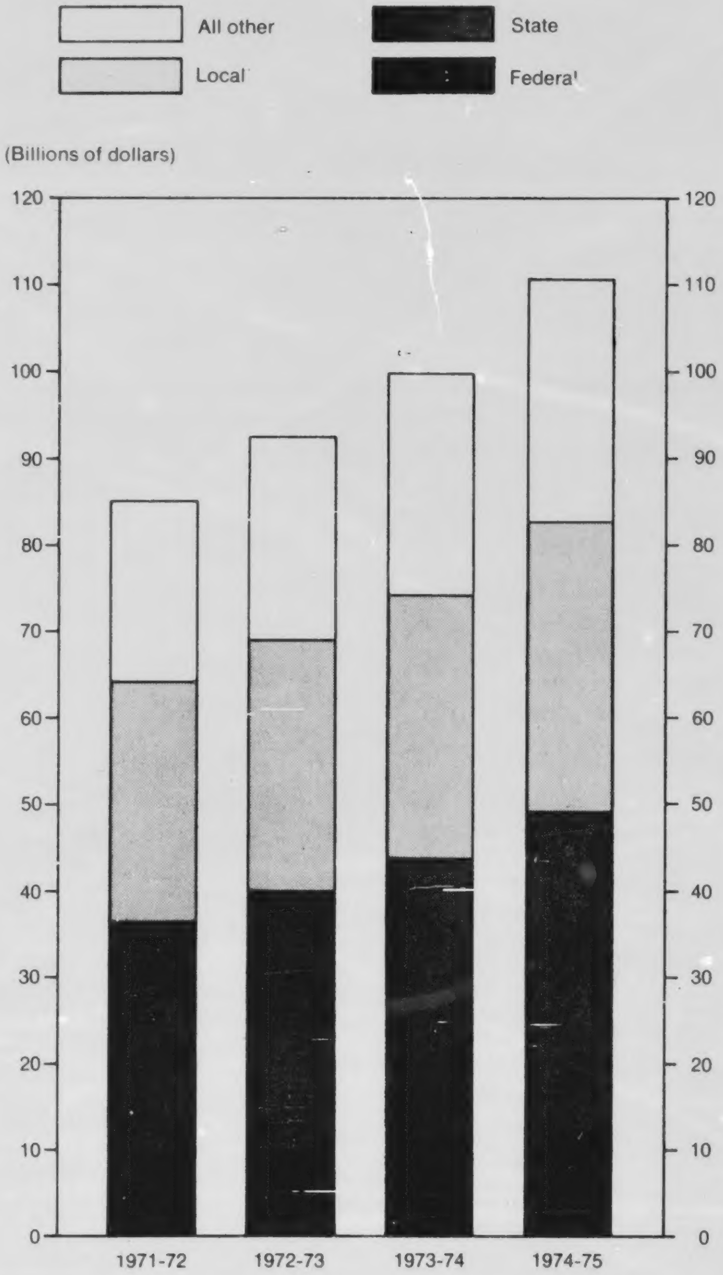


Chart 1.10 — Table 9

Part of the increase in educational expenditures is attributable to inflation.

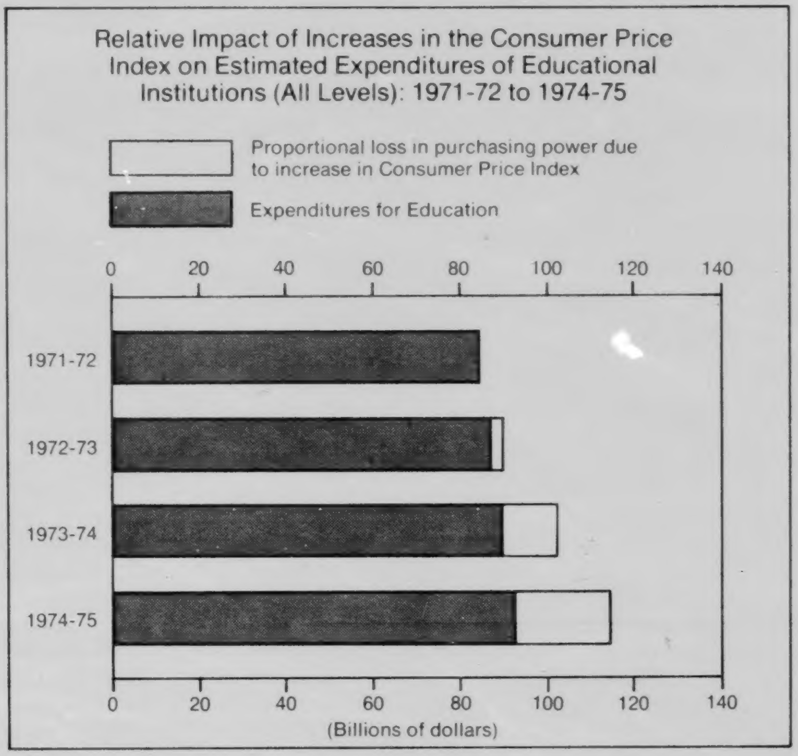


Chart 1.11 – Table 10

Educational expenditures remained nearly constant as a percent of GNP in recent years.

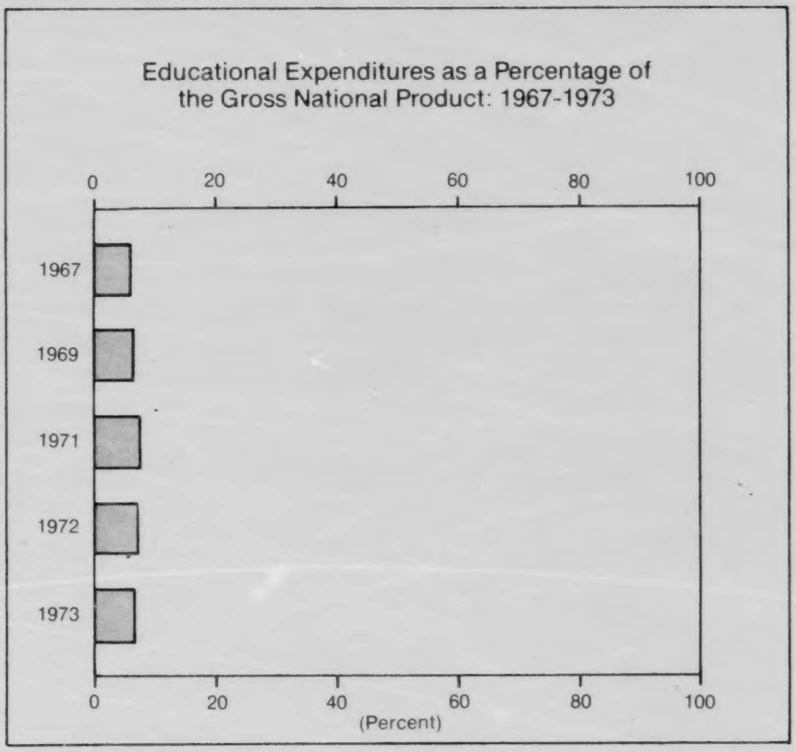


Chart 1.12 – Table 11

The changing ratio of the work force to the estimated school-age population suggests a relatively lighter burden per capita for financing education in the future.

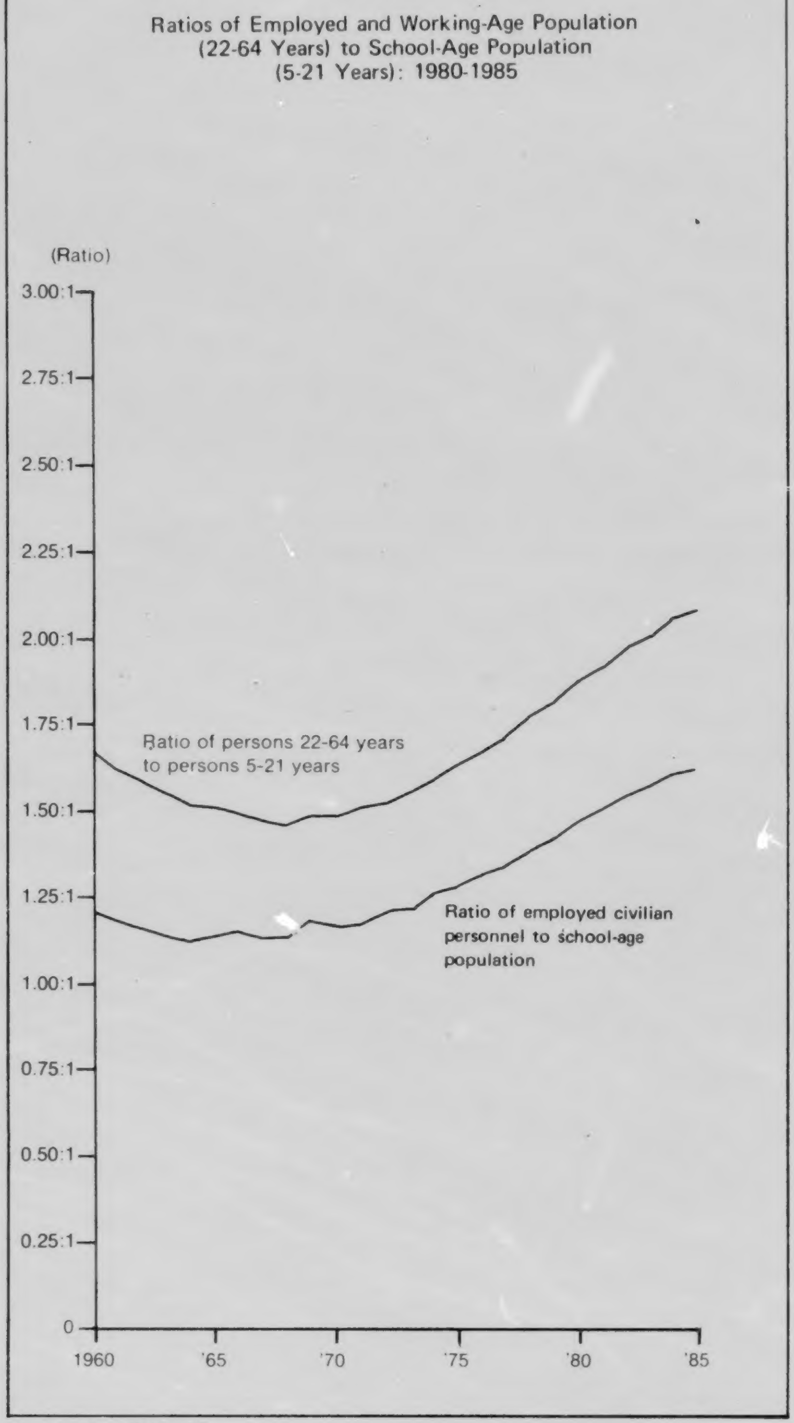


Chart 1.13 – Table 13

The estimated size of the school-age population will vary considerably in the future, reflecting the effects of the baby boom.

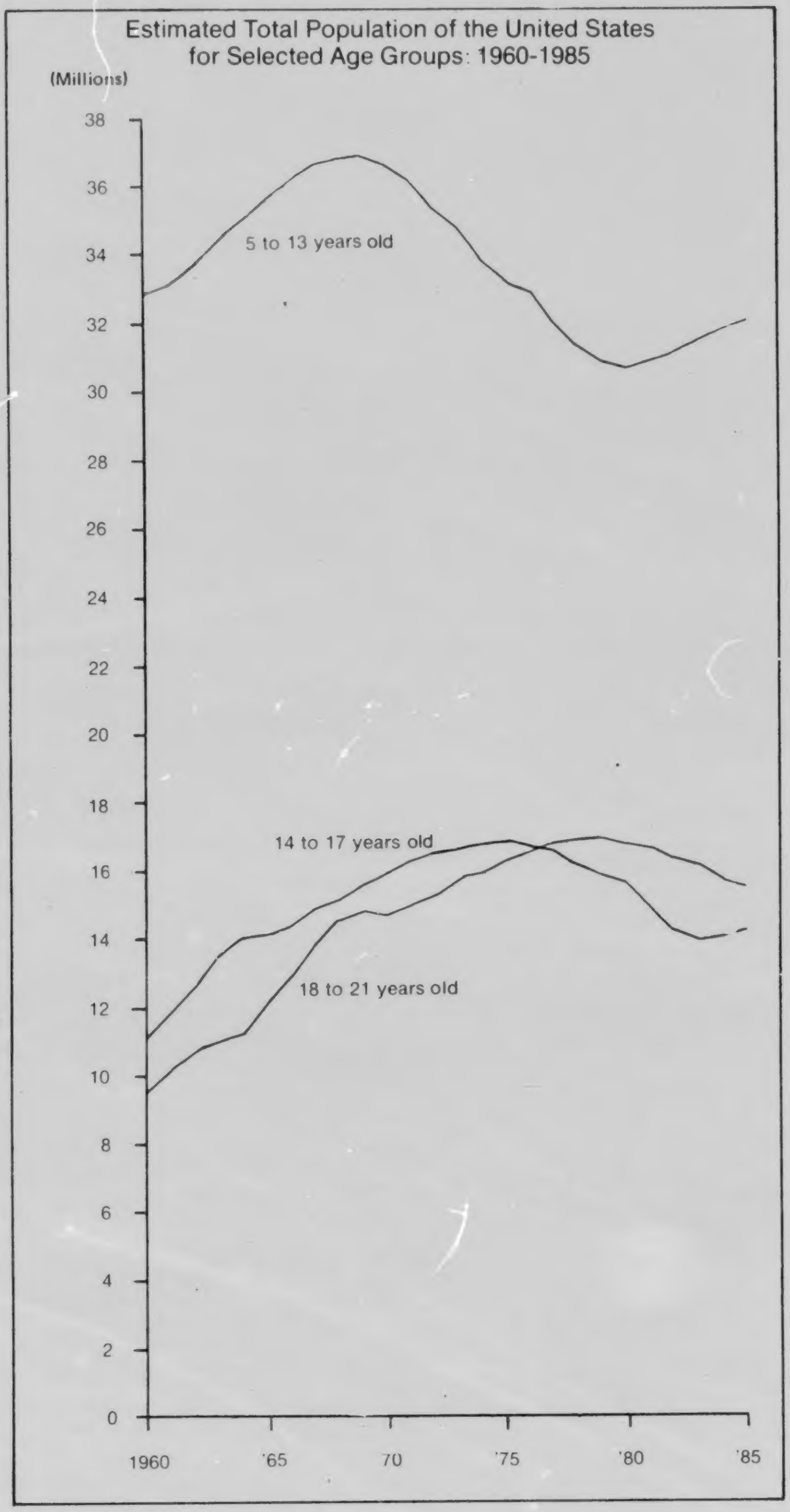


Chart 1.14 — Table 12

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I. Achieving a Basic Education

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2

The Educational Attainments of Young Americans

The condition of education is reflected by the accomplishments of persons participating in education. Thus, it is important to establish what young people learn in school and whether they are acquiring the knowledge and skills that we as a society value and require for full participation. Satisfying the need for this information has been difficult for educators because of the complex interactions among schooling and social and environmental factors. Identifying the effects of schooling is a methodological problem as well as a controversial academic research topic because of the obvious implications for educational programs and policy which would be attached to definitive conclusions. It is necessary to establish indicators of attainment which adequately portray educational effects over both long and short periods of time. Such a process is underway, but it will take considerable time. In the interim, there is some evidence to present and review.

The measurement of academic attainment or intellectual achievement has been the focus of much of the discussion concerning the effects of schooling. High school graduation has been and still is being used as a convenient proxy for the attainment of a basic education. Performance on standardized achievement tests has been promoted as a more precise measure of attainment, but the specificity of achievement tests makes use of these scores for any general index of attainment highly suspect. Specially designed studies are now providing baseline data on attainment which is more detailed than the information afforded by graduation rates and more general than that tailored to meet particular technical requirements of a school system.

Achievement Indicators from the National Assessment of Educational Progress

The National Assessment of Educational Progress measures changes in attainment by major subject areas over time for a national random sample of four age groups: (9-, 13-, and 17-year-olds, and young adults (26-35 years old). Data are reported for each age group by sex, race (Black and White), geographic region, size and type of community, and level of parental education.

Since 1969 more than 400,000 young Americans from every State have participated in the National Assessment project which will provide data on trends in the achievement of knowledge by the school-age and young adult population. Science achievement is the first subject area for which trend data have been reported. Assessment of writing will follow in the next year. In succeeding years, data will be gathered on performance in subject areas measured over regular time intervals. Monitoring these changes in attainment will provide the first nationwide measure of a major intellectual outcome of schooling—knowledge, skill, and understanding of major subjects.

The National Assessment data are designed to provide decisionmakers at all levels with accurate measures of progress or decline as well as with the means (exercises) to measure achievement at the local level and compare it with national data. At the Federal level there is particular interest in finding out whether the performance of population subgroups, in which there have been large investments, shows improvement. For States, the exercises and technical methodology are providing a means of comparing State performance with national and regional data as well as with target groups in the population.

In measuring knowledge of science, National Assessment included questions which tested the respondents' range of practical and general knowledge, as well as their understanding of more traditional textbook topics. For example, the following question was asked:

> A meal consists of milk, bread and butter, meat, and cake. To satisfy the rules of good nutrition, what should be added to this meal?
>
> A green or yellow vegetable
> Baked beans
> Cheese
> Coffee or tea
> Pickles and olives
> I don't know.

Performance in science declined for all age groups between 1969-70 and 1972-73. However, there were slight improvements in performance among some regional subgroups, notably the southeast region and the extreme rural areas (chart 2.1). Performance of 17-year-olds is charted in this report as representative of performance by all age groups. Within the subgroups, identified by size and type of community, the subgroups for extreme rural areas showed slight improvement (chart 2.2). Even though overall performance declines were small, they were of sufficient magnitude and general enough across almost all subgroups (charts 2.3 and 2.4) to demonstrate either diminished attention to science instruction or perhaps an inevitable letdown following a period of great enthusiasm in science education.

For other subject areas, baseline data show variations among subgroups in performance. These variations are, with very few exceptions, consistent for sex, race, educational level of parents, and size and type of community and region.

Performance on questions ascertaining attitudes toward individual rights guaranteed by the First Amendment to the Constitution show that subjects' awareness of constitutional rights and of governmental processes is not uniform by size and type of community (chart 2.15). For each age group, the pattern of achievement is the same, with low metro (inner city) areas showing lowest performance and high metro (suburban areas) showing highest performance. This performance pattern suggests limited access to knowledge of government and governmental processes on the part of many citizens.

Trends in Completion of High School Education

The proportion of the adult population with a high school education has increased markedly in recent years, as young people with more education join the adult population (chart 2.18). The picture appears somewhat less optimistic in the future. The high school graduation rate has leveled off at about 75 percent of 17-year-olds (chart 2.17). Therefore, there still are large numbers of young people who do not complete what is considered to be an adequate basic education. Alternative ways of completing a formal education have been chosen by some of these dropouts. In addition to the graduates receiving high school diplomas upon completion of traditional courses of study, several thousand older persons annually acquire high school certificates or diplomas on the basis of scores on equivalency tests. In 1973, the General Educational Development testing service administered tests to 422,953 individuals with an average age of 24.9 years and 9.8 years of schooling.

Americans have come to believe that a high school diploma is an important credential for every citizen. They have broadened their notions of what constitutes a high school education and, over the years, worked to offer the opportunity of a high school education to all persons. Yet there still are dropouts, and a feeling of disenchantment with high school is articulated by many students who do remain in school (chart 2.16). In addition, many students cite factors outside of school, such as family problems or lack of money, which interfere with their ability to benefit from high school. Clearly the high school as the institution which integrates *all* persons into the mainstream of society remains an unrealized ideal.

On the positive side, many high school students are taking advantage of the opportunity to begin academic study contributing to credit in institutions of higher education early, even before they leave high school. The Advanced Placement Program, sponsored by the College Entrance Examination Board, has administered several thousand examinations annually to students participating in special programs. In 1973-74, 60,863 students took 79,036 examinations (chart 2.19). The participation of students by State (table 25) shows that participants in the program are from all parts of the country.

Achievement results or attainment statistics, of course, reflect the results of past educational practice and thus do not offer the current information on the condition of education which is offered by, say, statistics on costs. Specific achievement measures can offer evaluative insights reflective of current practice and special programs. The results of evaluations of particular educational programs are an important additional source of information. Many of the accomplishments of those participating in education and the condition of the education which produced them yield small but important marginal changes; i.e., minor increases or decreases which together have the potential of creating major and long-lasting effects.

Achievement in science measured by National Assessment declined slightly over a 3-year period for all age groups.

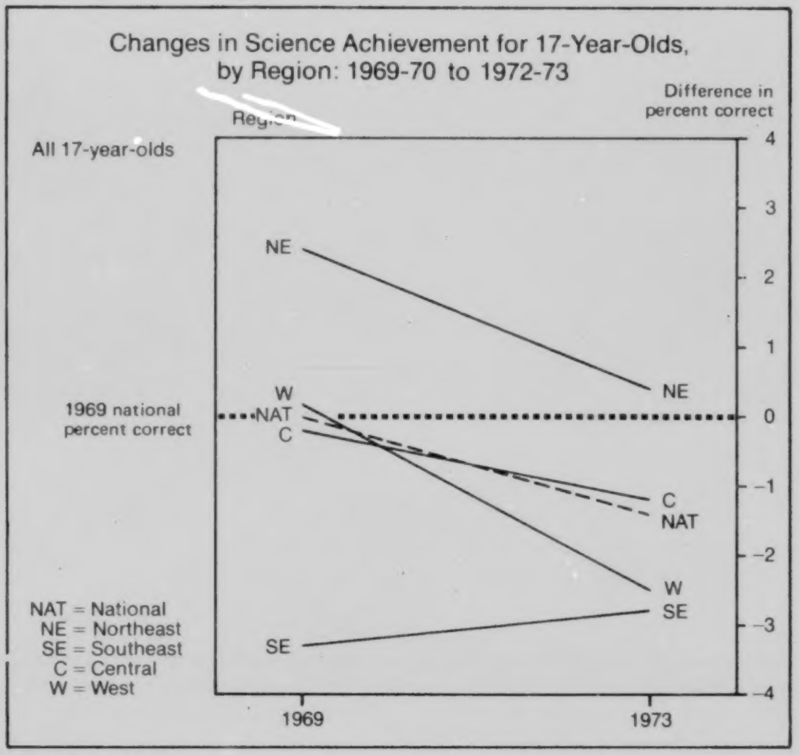

Changes in Science Achievement for 17-Year-Olds, by Region: 1969-70 to 1972-73

Chart 2.1 — Table 14

Performance for participants in extreme rural areas showed a slight increase.

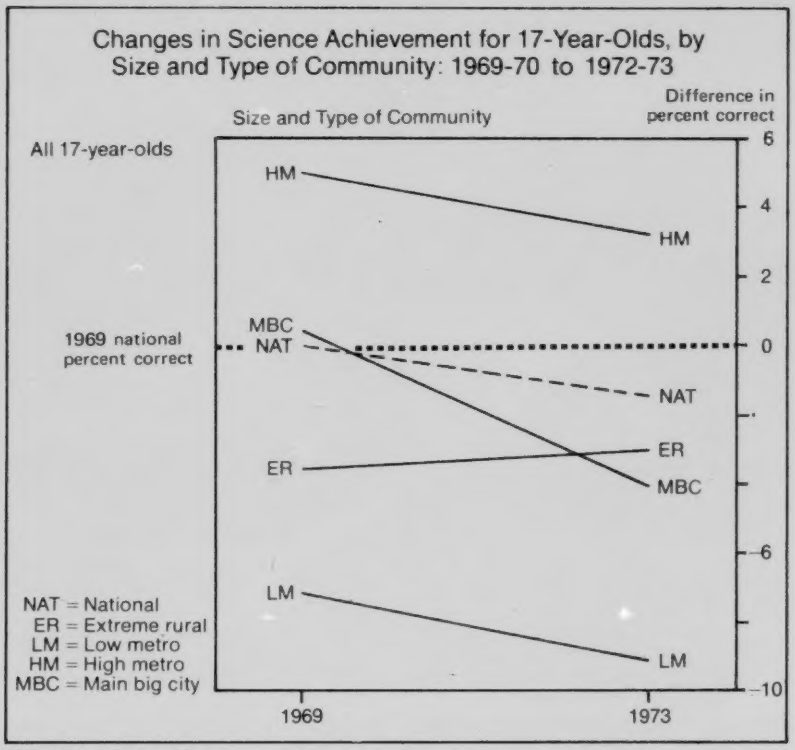

Changes in Science Achievement for 17-Year-Olds, by Size and Type of Community: 1969-70 to 1972-73

Chart 2.2 — Table 14

Uniform decline in performance is reflected by males, females and Whites.

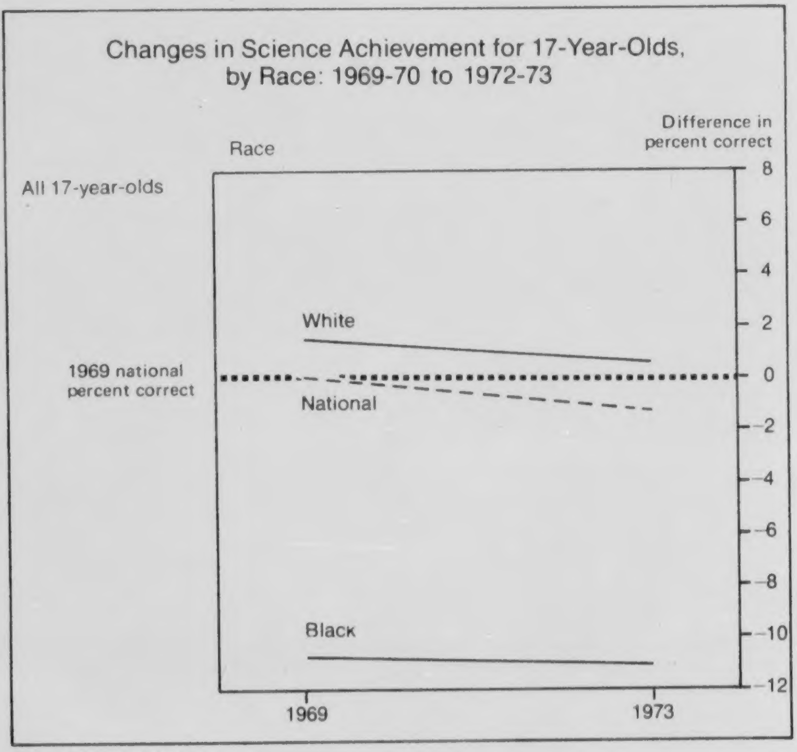


Chart 2.3 – Table 14

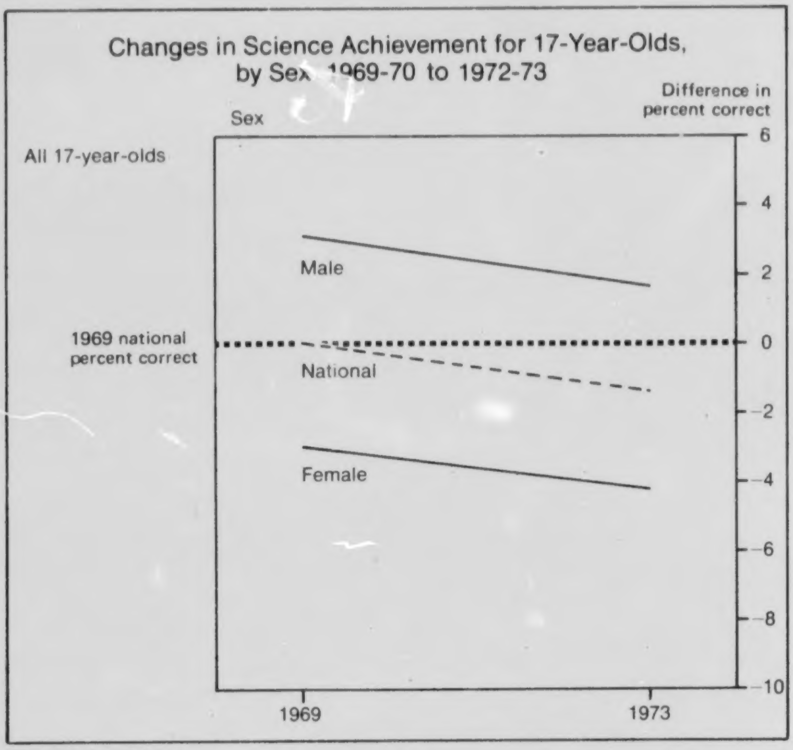


Chart 2.4 – Table 14

Achievement of Basic Skills:
Reading (1970-71), Writing (1969-70), Mathematics (1972-73)

National Assessment of Educational Progress (NAEP) results for basic skills in reading (1970-71), mathematics (1972-73) and writing (1969-70) assessments are summarized for three age groups below.

Reading (1970-71)

Basic skills in reading are reported for four groups of exercises: understanding words and word relationships, using graphic materials, following written directions, and using reference materials. Almost all young Americans assessed could read simple words or phrases. The majority of 9-year-olds correctly identified signs for motorists, pedestrians and bicyclists. Many young people could not follow simple directions. Most 9-year-olds did not use dictionaries well, but 9 of 10 at older ages had no difficulty. For each of these sets of exercises, the median percent correct was:

Selected NAEP results	*9-yr.-olds*	*13-yr.-olds*	*17-yr.-olds*
Word meanings.............	85	67	68
Graphic materials...........	85	79	86
Following directions	57	74	73
Reference materials.........	59	69	77

Computational Skills (1972-73)

The assessment of computational skills measured abilities to add, subtract, multiply and divide. Performance on addition exercises was generally very high; performance on subtraction was generally lower than for addition. A distinct improvement was noted from ages 13 to 17 in multiplication. At least two-thirds of 13-year-olds can do simple long division. The median percent correct on the computation exercises for each age group was:

Selected NAEP results	*9-yr.-olds*	*13-yr.-olds*	*17-yr.-olds*
Computation	31	69	80

Writing Mechanics (1969-70)

Very few 9-year-olds demonstrated mastery of basic writing skills; most revealed limited vocabularies and restricted skill in sentence construction. The following two essays written by 9-year-olds who were shown a picture of a forest fire show the range of writing ability at age 9:

> THERE IS A FOREST FIRE AND THE MOTHER AND THE BABY DEAR ARE IN THE RIVE TRYING TO GET AWAY.
>
> THERE IS A FIRE IN THE FOREST. THE DEER ARE TRYING TO GET AWAY. THE THEY JUMPED INTO A LAKE. THEY ARE GOING TO FALL DOWN A LITTLE WATERFALL AND HIT ROCKS. THE FIRE IS COMING TO THE DEER. THEY MUST MAKE IT. AN ANIMAL IS ON A ROCK. THE FIRE IS COMING TO HIM TOO. THEY ARE GOING TO BE TRAPPED!

Only the best papers at age 13 showed a basic understanding of the conventions of written English. About half of the 17-year-olds had some command of the basics but they generally produced simple sentences, used common words, and expressed simple ideas.

Chart 2.5 — Table 15, 16

Reading achievement is significantly related to parental education.

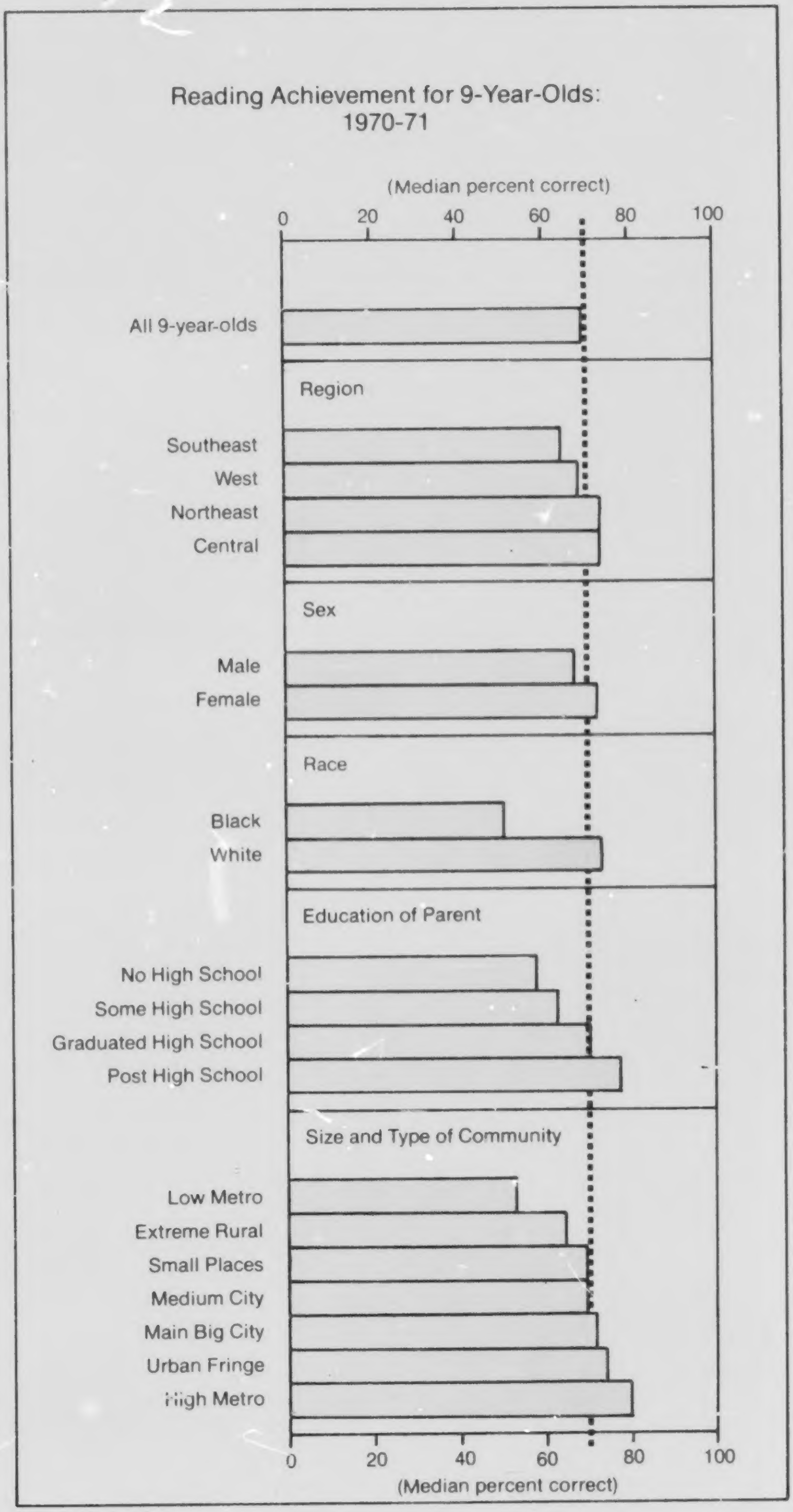


Chart 2.6 – Table 17

Performance of 9-year-olds on themes measuring word meanings and graphic materials is higher than performance on following directions and using reference materials.

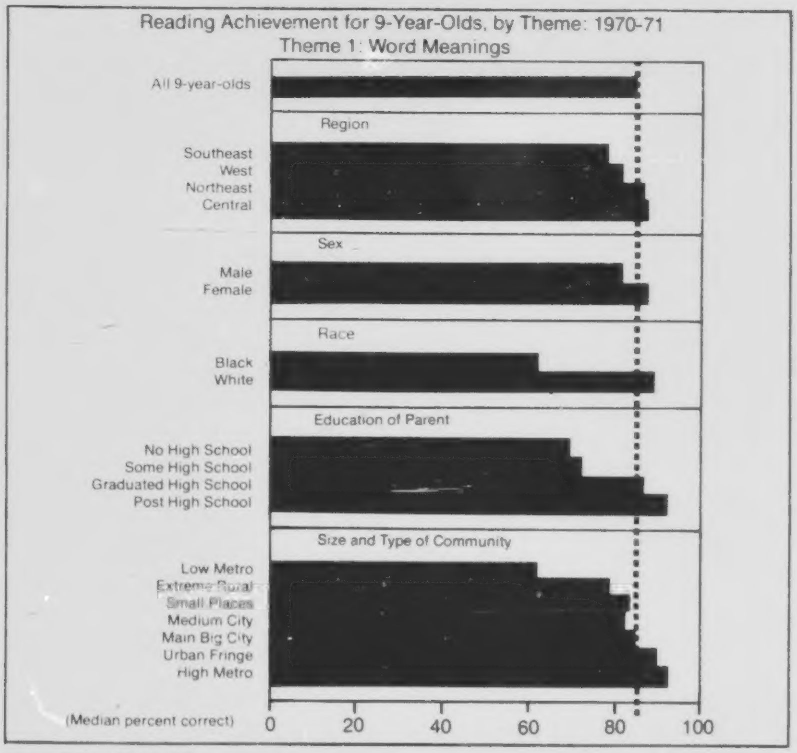


Chart 2.7 – Table 18

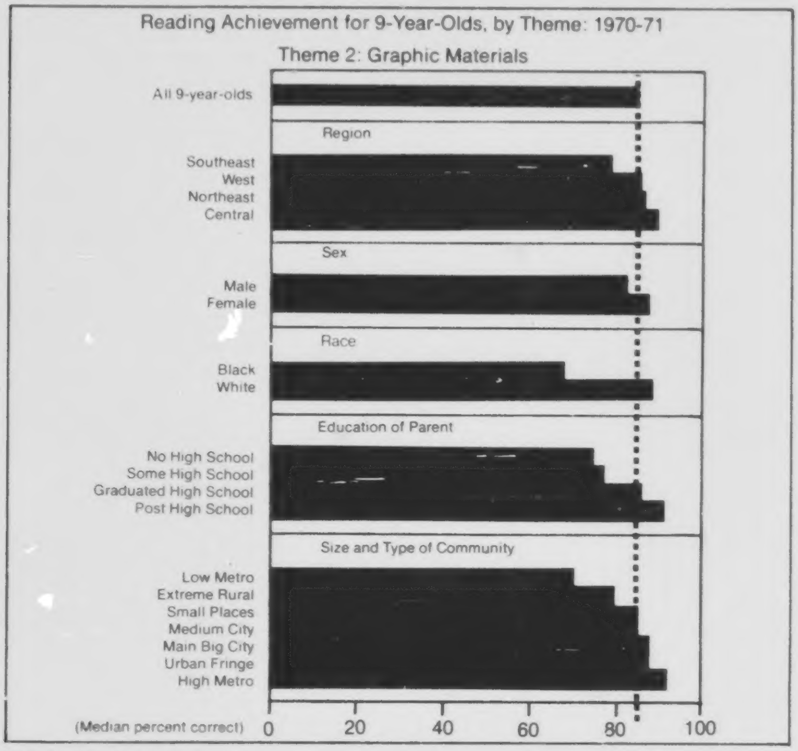


Chart 2.8 – Table 18

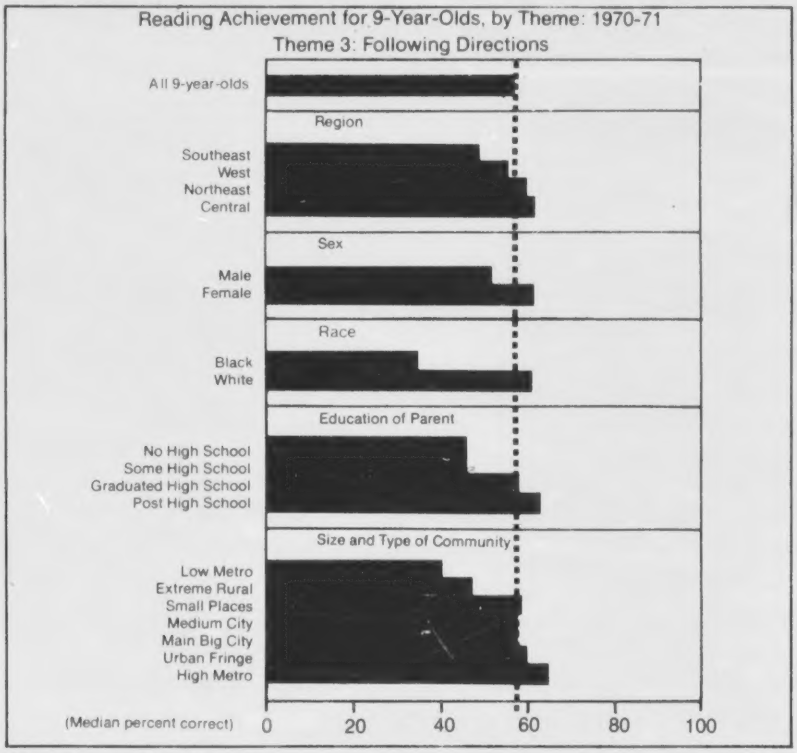


Chart 2.9 — Table 18

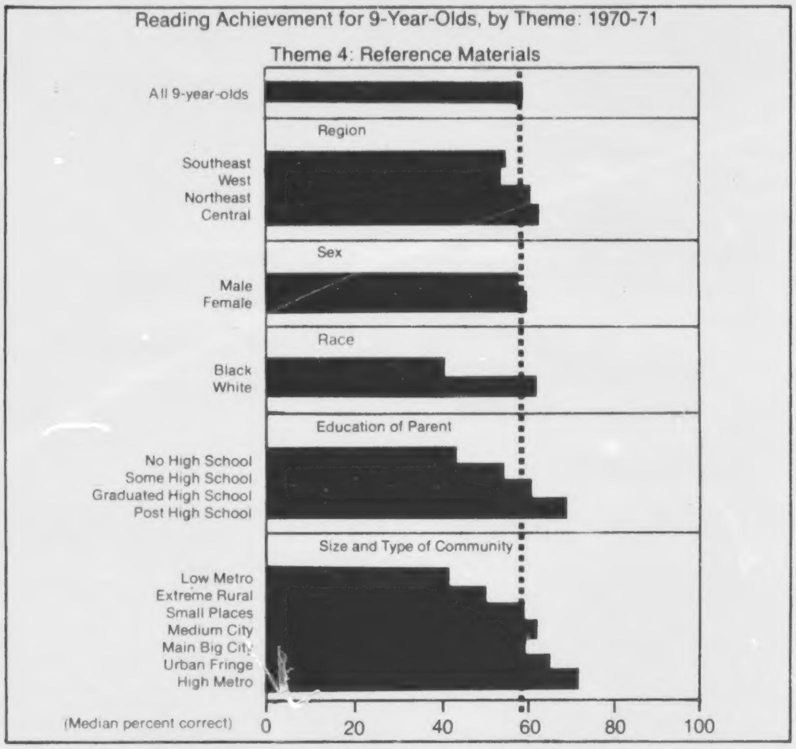


Chart 2.10 — Table 18

Performance of 13-year-olds in social science is about the same for males and females, in contrast to other subject areas.

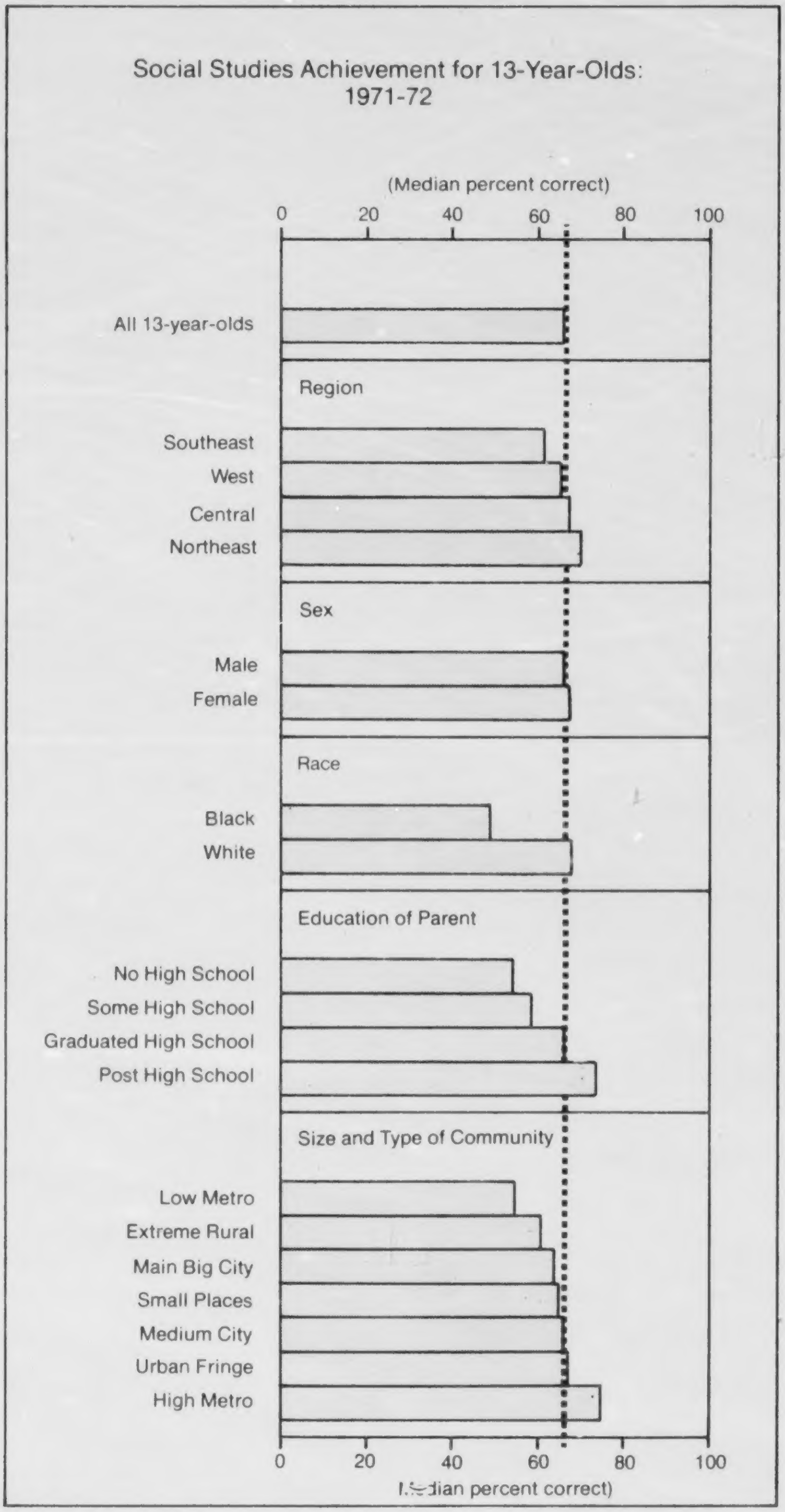
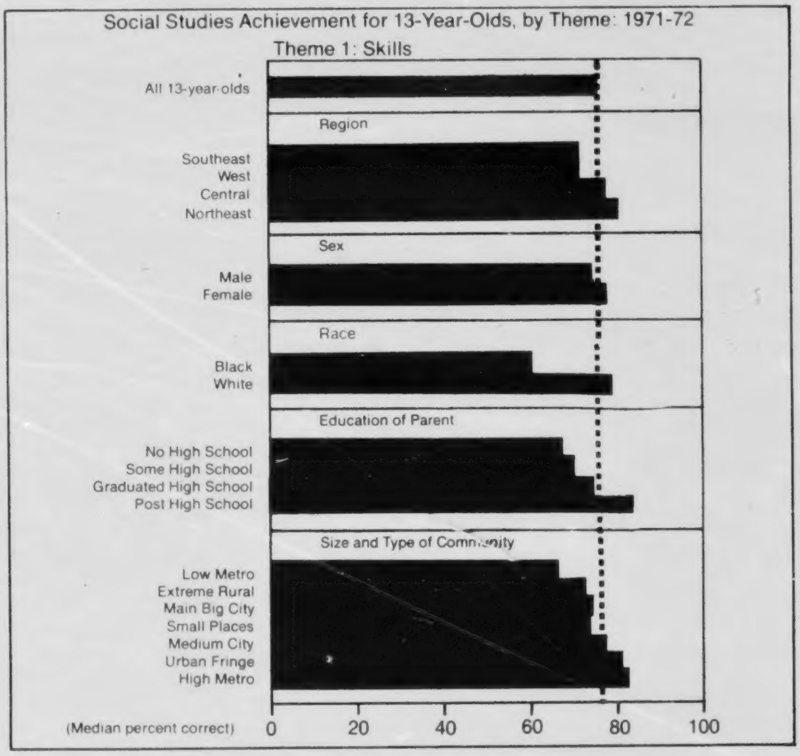


Chart 2.11 – Table 19

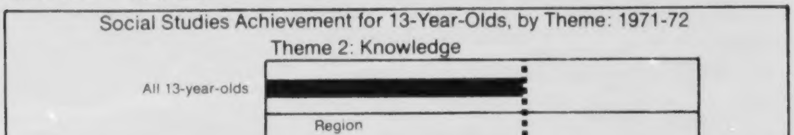
Performance of 13-year-olds is strongest on Theme 1, measuring skills in obtaining information and interpreting information.



Social Studies Achievement for 13-Year-Olds, by Theme: 1971-72

Theme 1: Skills

Chart 2.12 — Table 20



Social Studies Achievement for 13-Year-Olds, by Theme: 1971-72

Theme 2: Knowledge

Chart 2.13 — Table 20

Theme 3 measures attitudes toward individual rights guaranteed by the First Amendment to the Constitution and toward the worth of the individual.

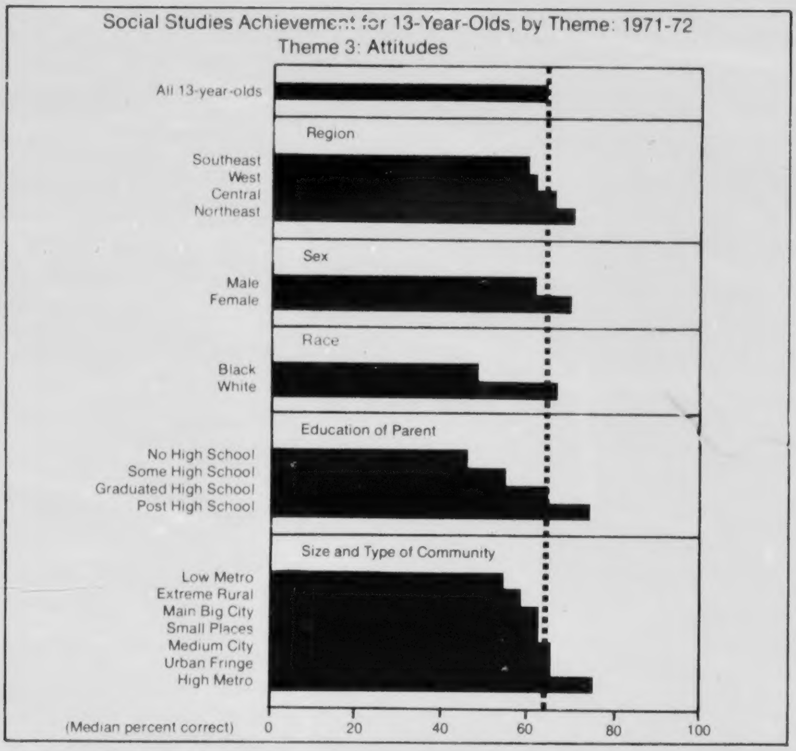


Chart 2.14 — Table 20

Patterns of performance by size and type of community show similar rankings of performance for all age-groups.

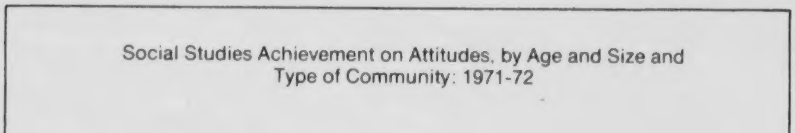
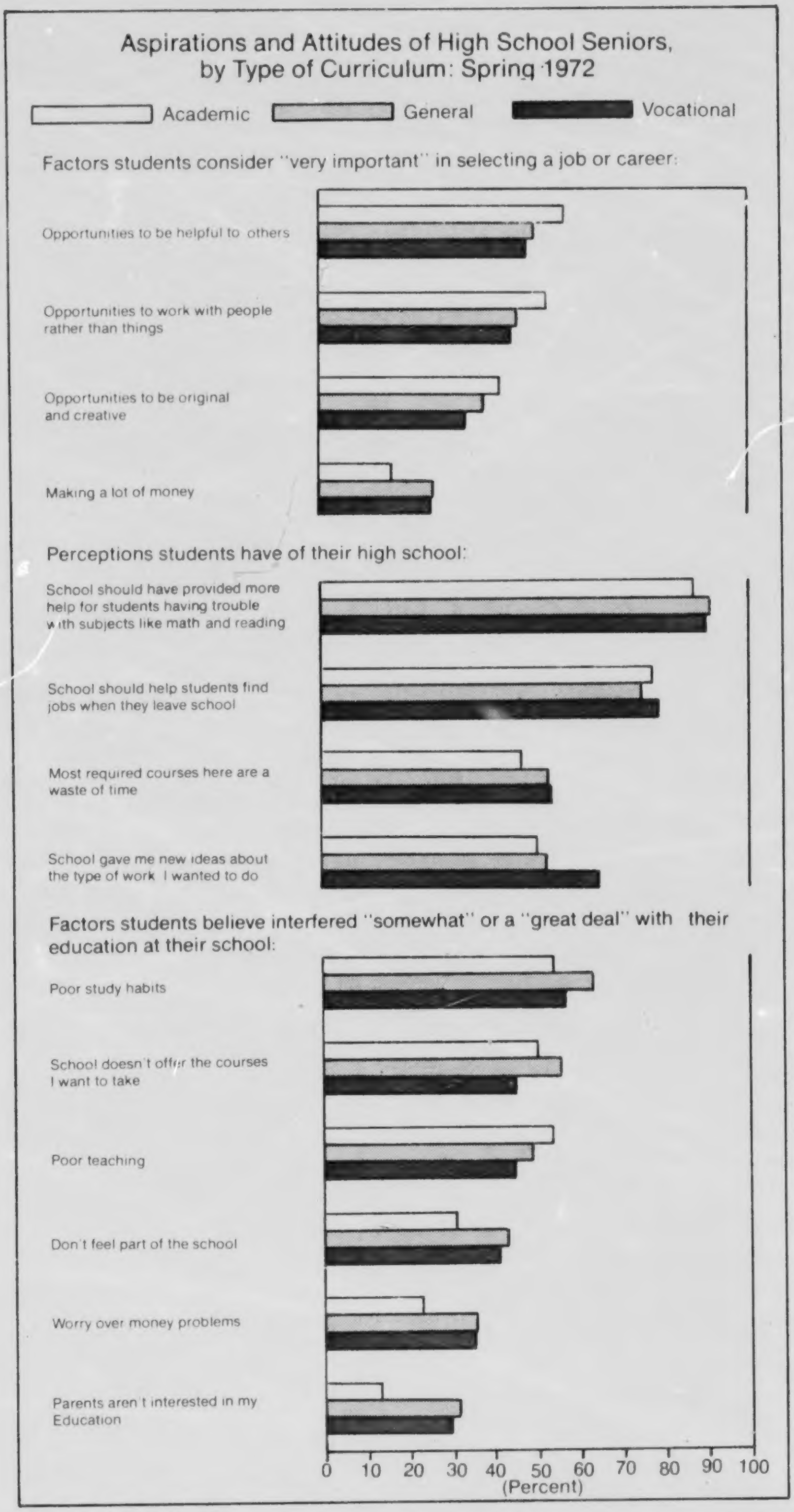


Chart 2.15 — Table 21

High school seniors in different curriculums agree in identifying goals and factors interfering with their education.



Aspirations and Attitudes of High School Seniors, by Type of Curriculum: Spring 1972

Chart 2.16 — Table 22

45

The high school graduation rate has leveled off at about 75 percent.

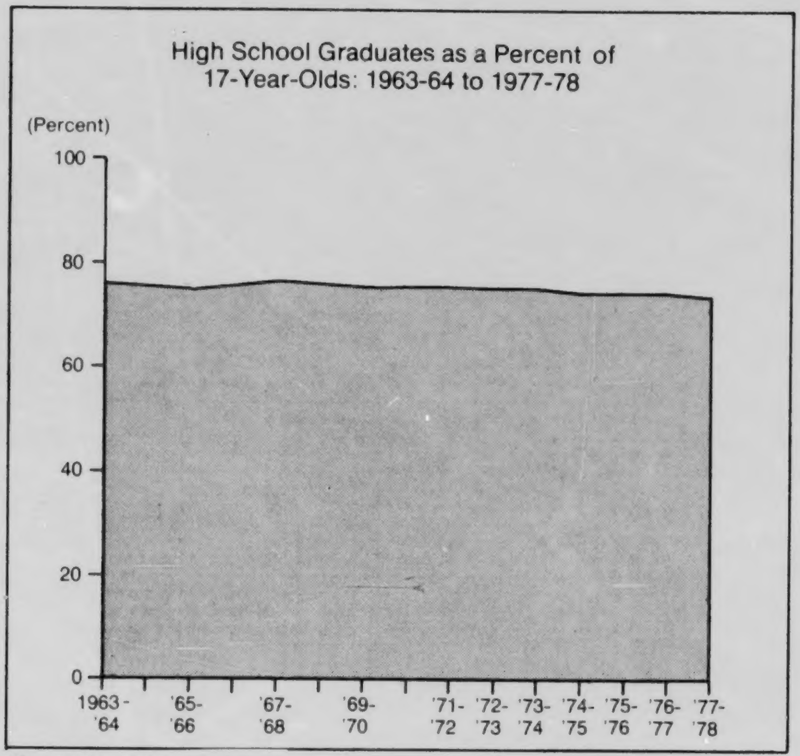


Chart 2.17 – Table 23

The increases in educational attainment of both Whites and non-Whites have been dramatic.

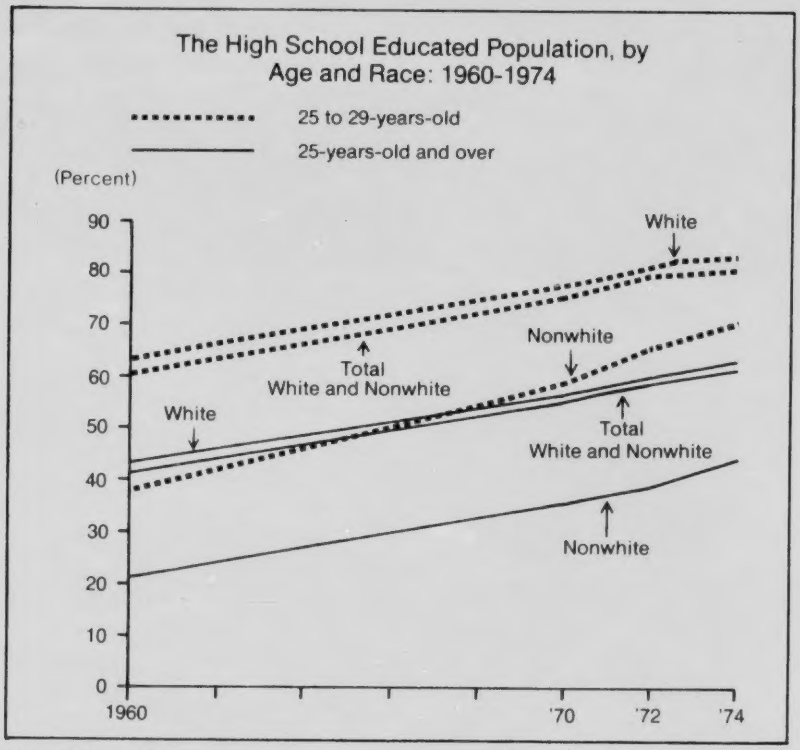


Chart 2.18 – Table 1

The participation of students in advanced college placement programs has doubled in the past 10 years.

Participation in Annual Advanced Placement Program: 1963-64 to 1973-74

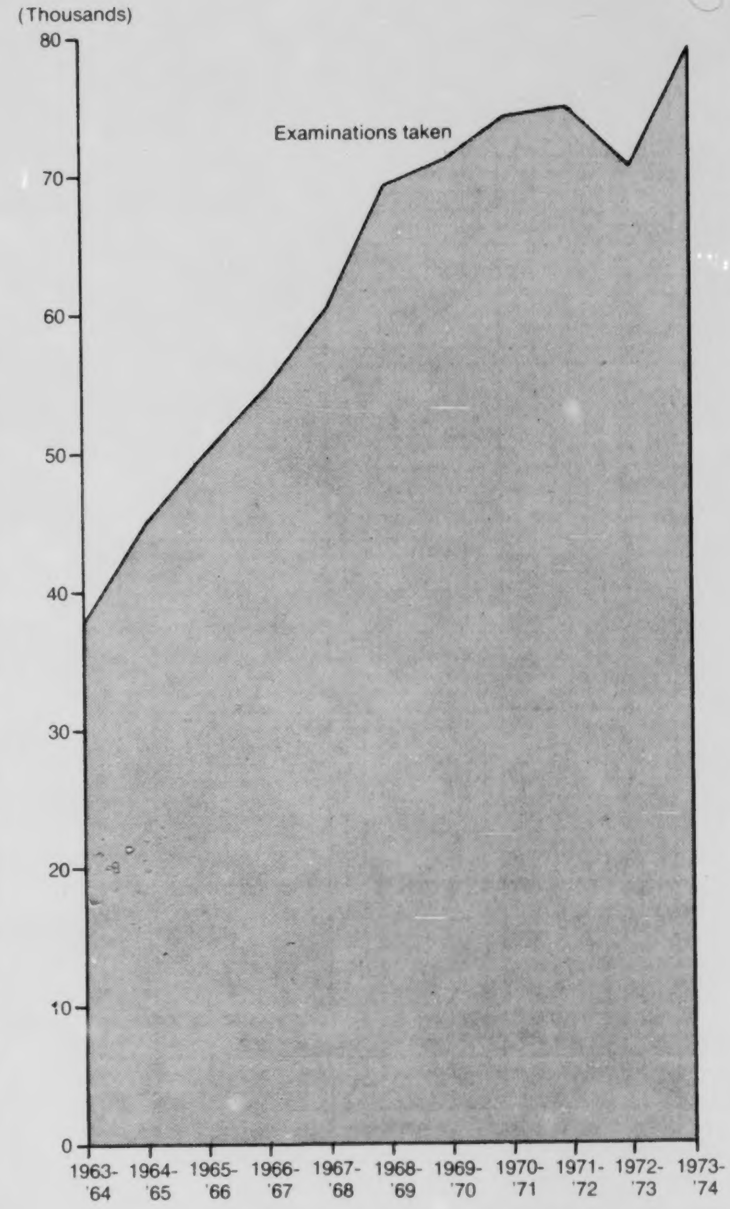


Chart 2.19 – Table 24

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Financing the Schools

Education commands a substantial share of local and State funds. Although declining enrollments are projected for the future, it is not anticipated that spending on schools will decline. Paying for schooling and finding ways to slow the rate at which costs are rising are issues of great concern to all levels of government.

The Expenditures for Schooling

Total expenditures for public elementary and secondary schools are expected to increase by about one-third, from $48.1 billion in 1971-72 to $63.8 billion in 1974-75 (chart 3.1). Part of this increase is attributable to inflation, which in 1974 was 12.2 percent based on the Consumer Price Index. In constant (1973-74) dollars the predicted increase is from $54.8 billion in 1971-72 to $63.6 billion in 1977-78, or 16 percent over this time period (chart 3.2).

The level of per-pupil expenditures provides a more specific, and usually more easily visualized, index of rising costs. Even in constant dollars, average per-pupil current expenditures will continue to climb, from $1,122 in 1971-72 to a projected $1,367 in 1977-78 (chart 3.3). Estimated current expenditures per pupil vary considerably by State, ranging in 1973-74 from a low of $727 in Kentucky to a high of $1,809 in New York (chart 3.4). These figures reflect not only differences in effort but also regional differences in costs of providing identical educational services. Factors such as need for special services, cost of living, population density, and climate influence the costs of schooling. A Cost of Education Index which identifies and measures these and other factors would assist in the accurate representation of differences in effort.

Expenditures on classroom units (classroom activities exclusive of transportation, administration, and facilities) provide an alternative to per-pupil expenditures as a measure of costs. Interesting changes in funding patterns may be observed with this index. The range of operational expenditures on classroom units across the Nation remained substantial between 1959-60 and 1969-70 (chart 3.5). Yet the percentage of additional expenditures on elementary and secondary education which would have been necessary to raise all classroom units receiving less than the national median to the level of spending at the median did decline, from 12 to 10. The drop does not reflect a diminution of the range of classroom expenditures, however. A widening of the range for those classroom units in the upper quartile shows the continued presence of some very high-expenditure districts. Data for States show that some States have very small amounts of variation in spending, while others exhibit substantial variation (chart 3.6).

The Reform of School Finance

The burden of financing education is heavier for some segments of the population than for others. Nationally, in 1973-74 an amount equal to about 5.3 percent of personal income was spend on public elementary and secondary education. By State, this figure varies widely (chart 3.7). A large portion of the funds for the support of education comes from State revenues. States differ in the size of their population, in the amount and type of industry they host, in the ratio of school-age to working-age persons, and in per-capita income. An examination of the differences involved for just one of these variables, personal income per capita, illustrates the problems in attempting to provide education equitably to all citizens. For example, New York's personal income per capita in calendar 1973 was $5,705 and Mississippi's $3,556—or 38 percent lower. In 1973-74, New York was spending $1,809 per student in current operating costs; Mississippi, $787. If Mississippi were to equal New York's school expenditures per student, it would have to increase its educational budget by $531 million, a rise of 139 percent over its actual $381 million budget. Assuming that the Federal Government would maintain its recent share of support for Mississippi education at about 27 percent* (which is one of the highest percentages in the country), the State would still have to contribute 8.2 percent of its personal income to public elementary and secondary education. Yet the national average was 5.3 percent in 1973-74, and only one State contributed more than 8.0 percent.

The means by which States obtain and distribute revenues for schools are being changed in many States. Significant school finance reforms have been enacted in more than a dozen States, and numerous other States are considering major reform proposals. The courts have played a central role in prodding this reform movement. The landmark 1971 case in California, *Serrano v. Priest,* articulated the principle that "quality of public education shall not be a function of local wealth." While the Supreme Court has refrained from applying this principle nationally because of the absence of specific provision for education in the U.S. Constitution, State courts were left free to examine State constitutions for violations of equal rights provisions. The result has been reform (sometimes court directed) in a dozen States, with related court cases pending in a number of others.

Several alternative plans have been advanced for removing inequities in the support of public education. Two general types have dominated the reform movement: the uniform expenditures approach (e.g., full State assumption) and the equal yield for equal effort approach (e.g., district power equalization). Under the first type of approach, equal sums are made available for spending on each student in the general or basic program. Special needs are treated separately either through categorical funding or by a weighting process. Under equal yield for equal effort approaches, local districts would retain the power to influence spending levels, but two districts choosing the same local school tax rate would receive the same amount of general revenues per student. Pure district power equalization might be modified to incorporate a floor and ceiling on expenditures. In addition, special provisions might be incorporated for special needs.

High-expenditure districts in affluent areas pose special problems for the school reform movement. Wealthy areas have typically been willing to support schools at high expenditure levels, providing in many cases unique educational services and acting as districts which demonstrate outstanding practices. Many believe the existence of these schools has encouraged the financial support of public education by higher income families. Hence provisions in new reform schemes which limit maximum expenditures are seen as threatening to the support of public schools by a traditionally articulate segment of the population.

The nature of Federal support to States for schooling, which in part alleviates State burdens, has assumed the form of program support. A variety of laws have identified specific educational problems and offered aid to provide special assistance. The pattern of Federal spending for schools shows wide variation in support levels by State. The proportion of support for public elementary and secondary schools from Federal sources in 1971-72 ranged from a low of 4.0 percent in one State to a high of 27.8 percent in another (chart 3.8). A substantial part of funds in federally aided programs for elementary and secondary education went to children from low-income areas. The list of target groups for a single set of programs indicates the subgroups which have been the focus of attention. Children from low-income areas, handicapped children, children from non-English-speaking environments, migrant children, neglected and delinquent children, dropouts and potential dropouts, and adults receiving basic education are among the target groups. The intent of these propgrams is to aid the economically and educationally disadvantaged.

The Costs of Providing Educational Services

Education is a labor-intensive industry. Because the costs of manpower are increasing faster than the costs of technology, any industry which depends primarily on labor can be expected to show greater increases than other industries which are not labor intensive.

Personnel costs accounted in 1971-72 for about 70 percent of current expenditures for public elementary and secondary education. Salaries of classroom teachers alone accounted for 51 percent of total current expenditures. In a labor-intensive industry such as education, the role of personnel is important in predicting costs. Average annual salaries of instructional staff are expected to rise only slightly in constant dollars, from $11,450 in 1971-72 to a projected $12,300 in 1977-78 (chart 3.10). Teachers' salaries, after substantial increases in the past 15 years, are no longer keeping up with the rise in living costs in many States (chart 3.11). Greater seniority of the teaching staff, as stable or declining enrollments limit the need for hiring new teachers just entering the profession, may cause average salaries to show an increase even though salary schedules are not changed.

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*The most recent published data show the Federal share of support for elementary and secondary education in Mississippi at 27.8 percent in 1971-72. The estimate used here is from unpublished data from the National Center for Education Statistics.

In providing education for children with special needs, per-capita costs are higher than they are for other children. Operating expenditures for programs serving mentally and physically handicapped youth are from 2 to 2½ times as great as costs of traditional programs. Increasing the numbers of programs for children with special needs will tend to increase educational costs.

The rising costs in education have prompted the examination of a variety of instructional techniques. Paraprofessionals, teacher aides, and youth tutoring youth make possible the use of instructional groups of different sizes and kinds to provide special assistance to students who need it. Experimental projects using television or computers have suggested that some uses of technology may be efficient. High costs for developmental activities and capital equipment have prevented large-scale study of these alternatives. Other innovative practices, not limited to personnel or technology, are also cited as means of reducing costs as well as offering educational advantages. Year-round schools and early leaving are two proposals which have received attention.

Local and Federal shares of support for education continue to decline slightly, with States assuming an increasing share of the burden.

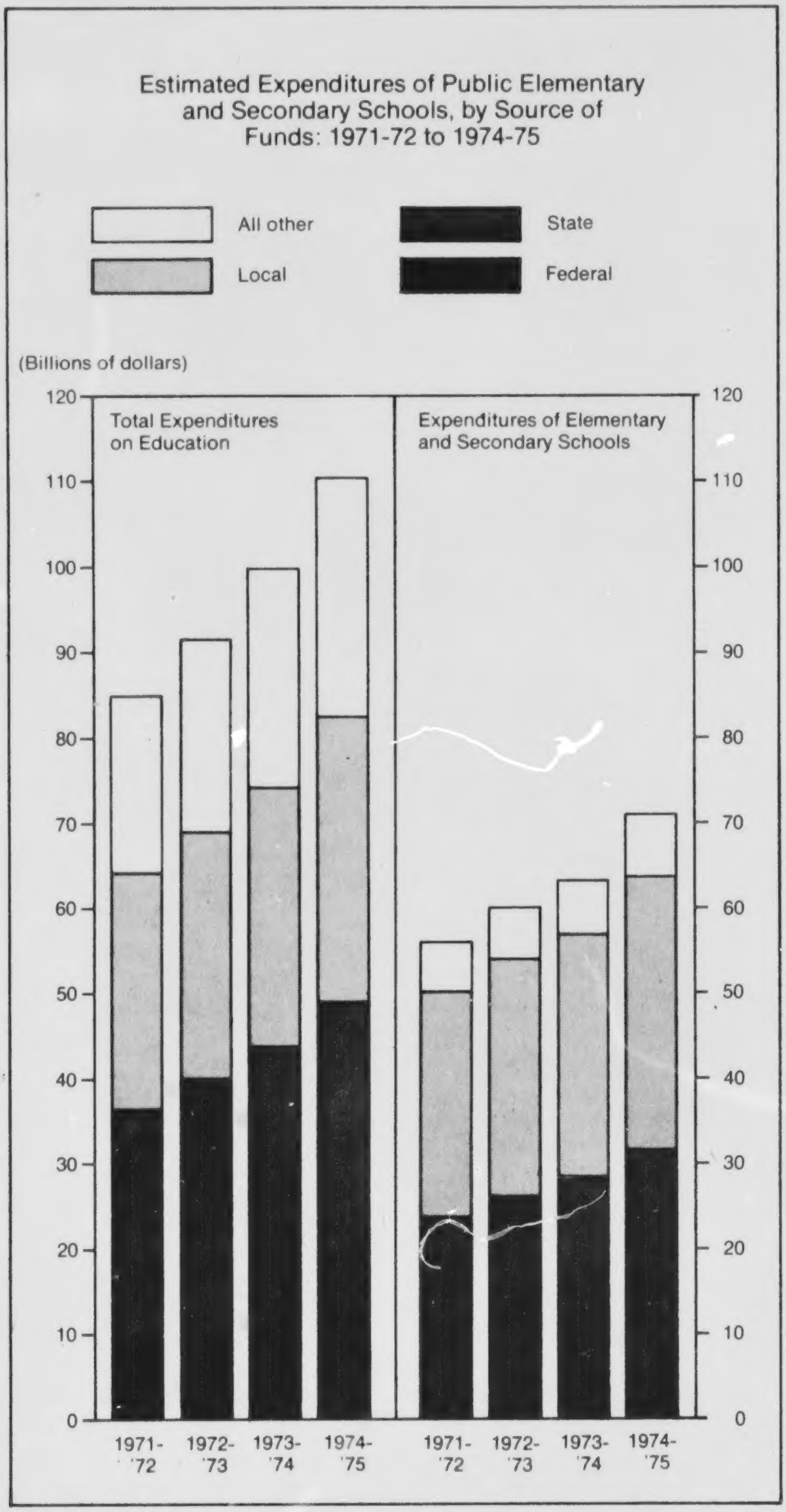


Chart 3.1 — Table 9

Expenditures for elementary and secondary education will continue to increase.

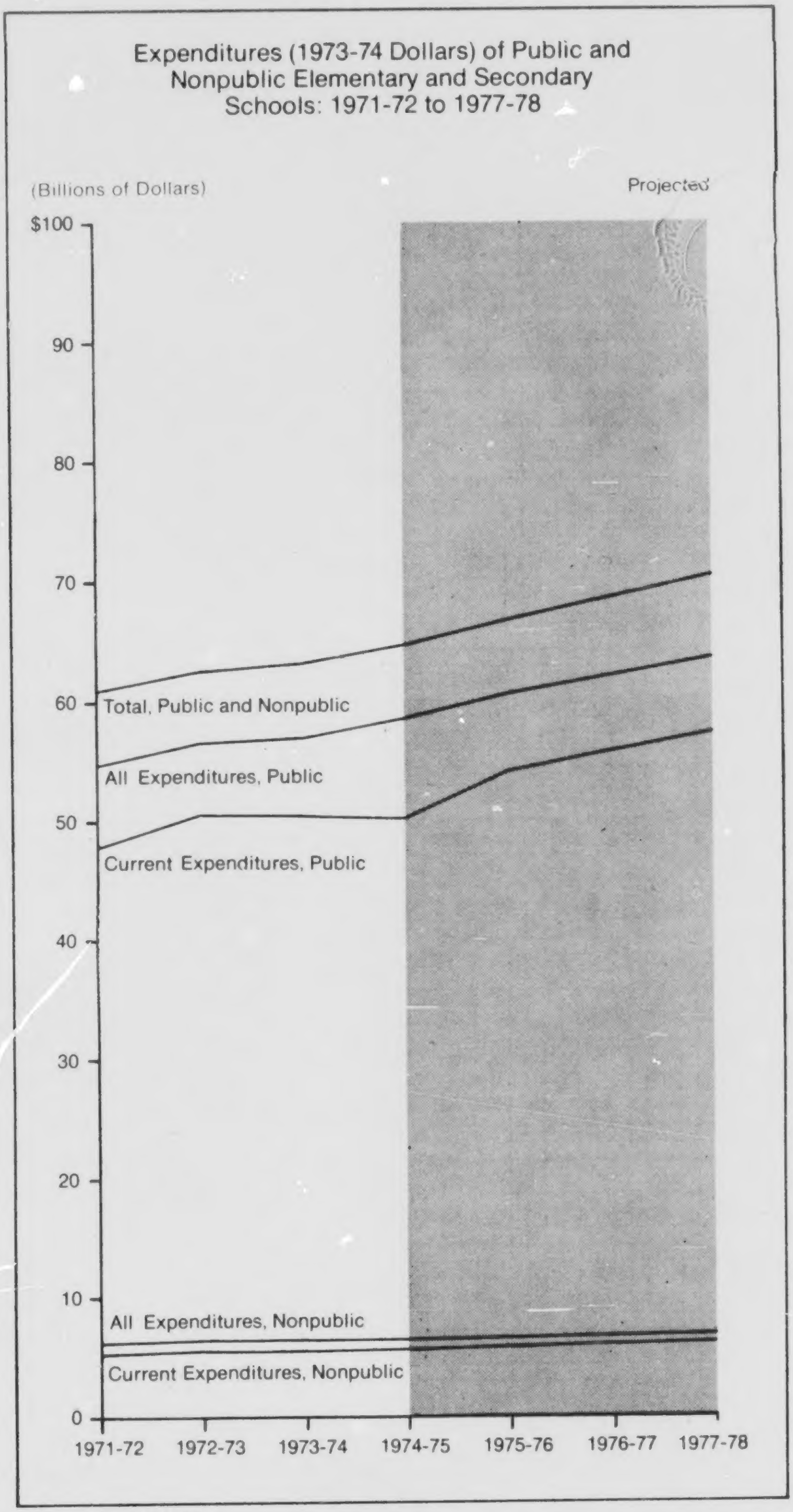


Chart 3.2 – Table 26

Average expenditures per pupil are expected to rise, even in constant dollars.

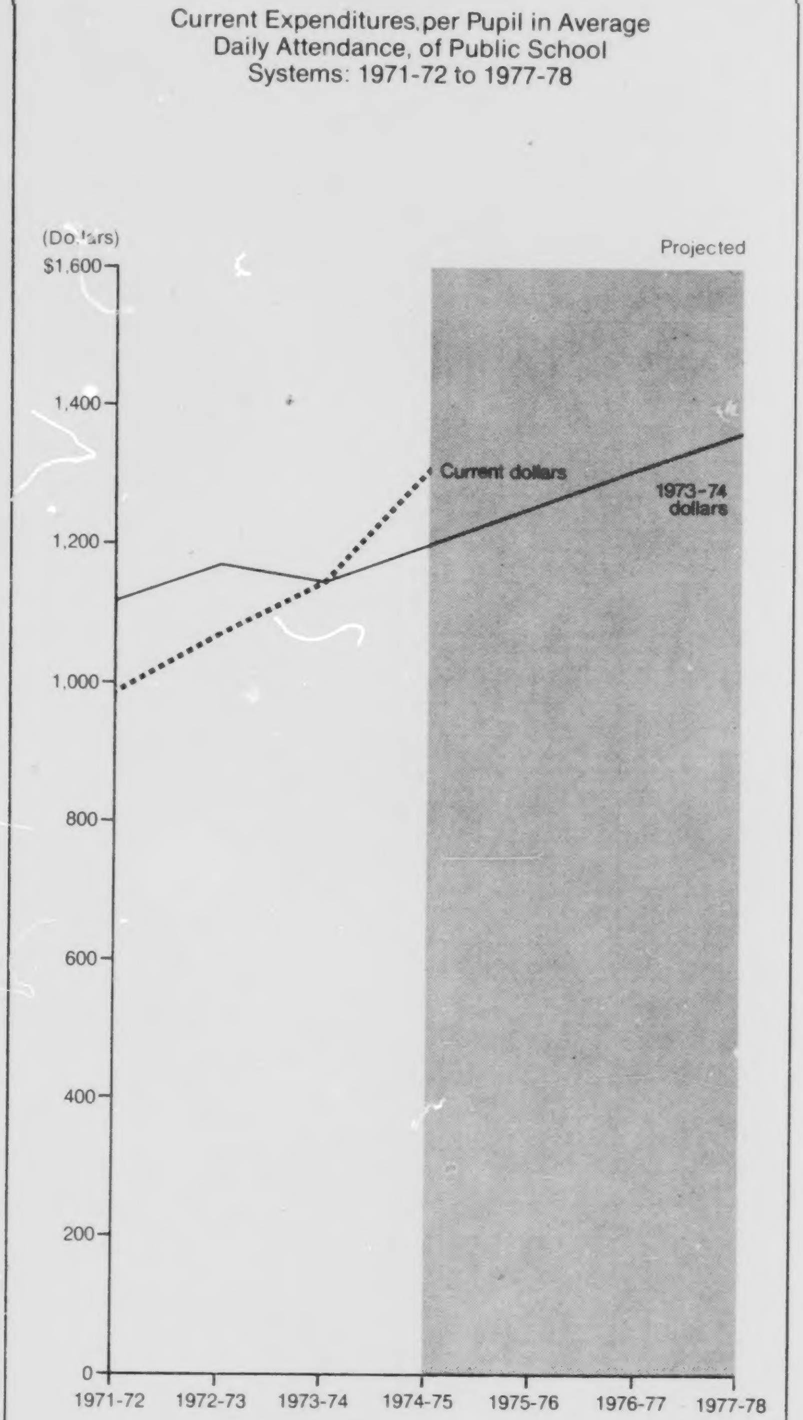


Chart 3.3 – Table 27

There is considerable variation in expenditures per pupil among states.

Estimated Expenditures per Pupil for Public Elementary and Secondary Education, by State: 1973-74

State	Expenditure per pupil			
	Total[1]	Current[2]	Capital outlay	Interest on school debt
1	2	3	4	5
UNITED STATES	$1,281	$1,116	$125	$40
Alabama	790	716	72	3
Alaska	2,102	1,597	407	98
Arizona	1,439	1,153	254	33
Arkansas	912	773	115	24
California	1,318	1,170	104	44
Colorado	1,278	1,075	169	34
Connecticut	1,359	1,283	40	35
Delaware	1,747	1,388	286	73
District of Columbia	1,827	1,523	305	–
Florida[3]	1,030	885	124	21
Georgia	974	869	71	34
Hawaii	1,391	1,224	160	7
Idaho	942	840	82	20
Illinois	1,425	1,228	158	38
Indiana	1,152	950	159	42
Iowa	1,273	1,113	134	26
Kansas	1,114	1,043	50	21
Kentucky	829	727	69	33
Louisiana	1,096	978	88	31
Maine	1,033	918	87	28
Maryland	1,591	1,168	376	47
Massachusetts	1,279	1,136	90	52
Michigan	1,459	1,260	148	50
Minnesota	1,450	1,265	125	59
Mississippi	858	787	62	10
Missouri	1,082	963	62	27
Montana	1,248	1,186	42	20
Nebraska	1,188	1,040	121	27
Nevada	1,276	1,032	184	60
New Hampshire	1,036	900	100	36
New Jersey	1,565	1,385	127	53
New Mexico[4]	1,220	1,004	205	12
New York	2,037	1,809	161	67
North Carolina	978	900	66	13
North Dakota	1,101	947	132	23
Ohio	1,120	1,009	83	28
Oklahoma	921	835	72	14
Oregon	1,341	1,219	100	23
Pennsylvania	1,474	1,247	143	84
Rhode Island	1,415	1,295	78	42
South Carolina	983	856	105	22
South Dakota	1,011	932	66	12
Tennessee	841	759	51	31
Texas	977	809	122	45
Utah	996	816	163	16
Vermont	1,308	1,109	158	40
Virginia	1,142	983	125	35
Washington	1,136	974	124	39
West Virginia	945	871	66	8
Wisconsin	1,335	1,200	98	38
Wyoming	1,301	1,232	50	19

[1] Includes current expenditures for day schools, capital outlay, and interest on school debt.

[2] Includes expenditures for day schools only; excludes adult education, summer schools, community colleges, and community services.

[3] Estimates for 1972-73.

[4] Excludes per pupil expenditures for kindergarten pupils.

SOURCES: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1973*, and unpublished data.

Chart 3.4

High expenditures for classroom units in the upper quartile have widened the distance between the national median and expenditures at the highest percentiles.

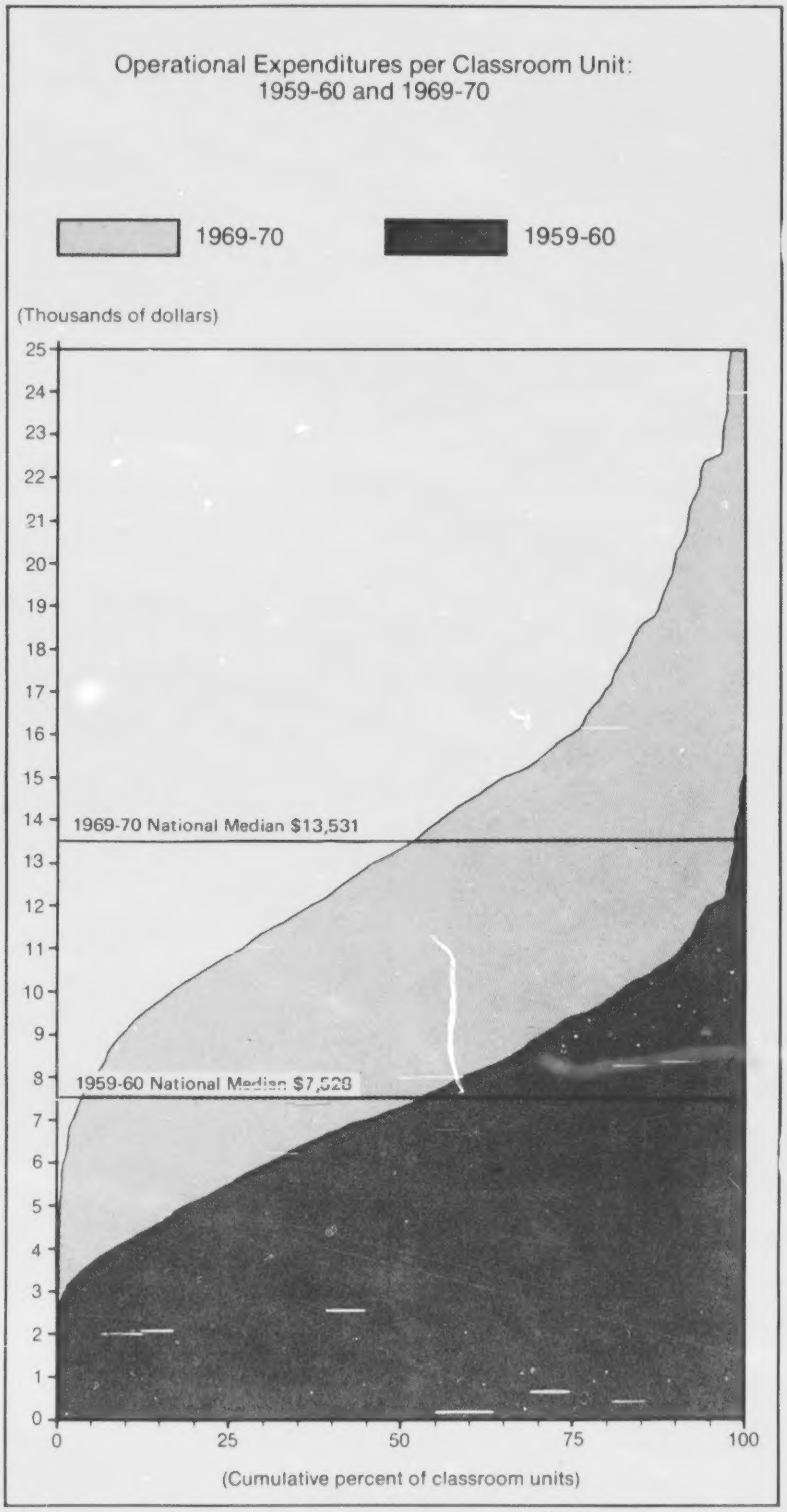
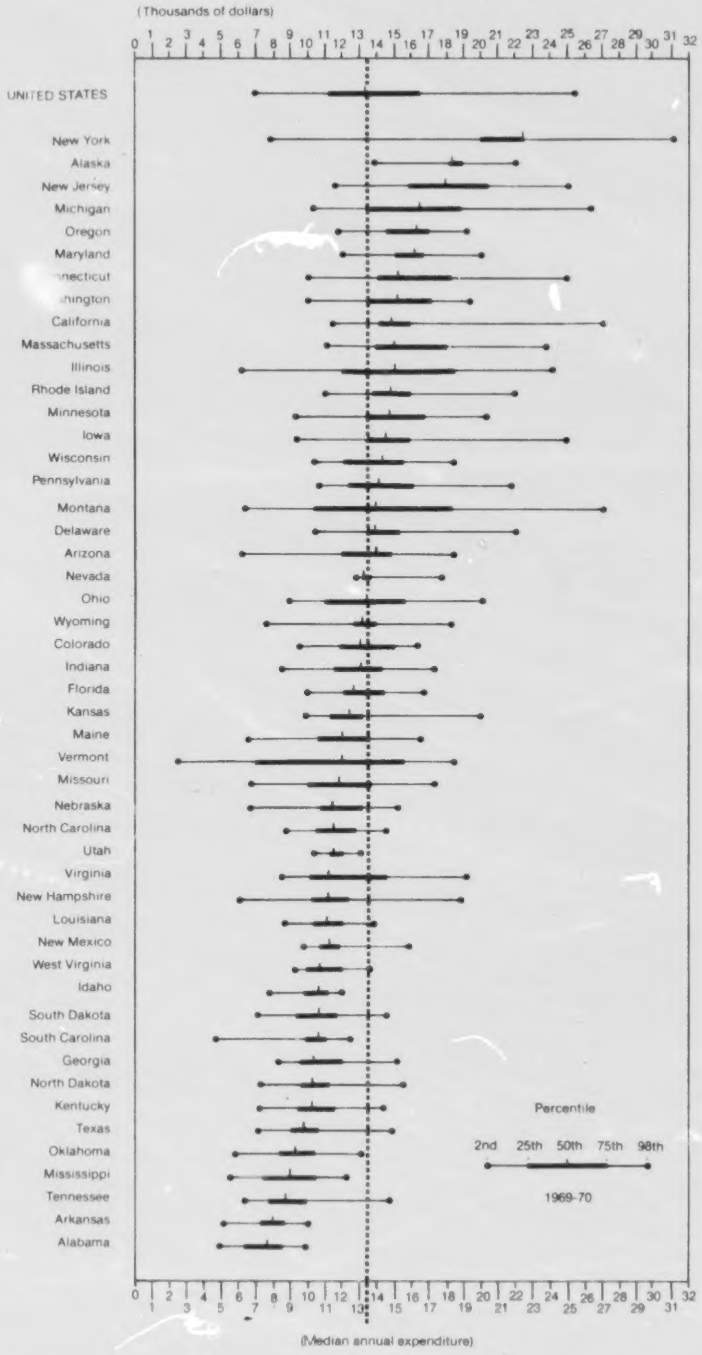

Operational Expenditures per Classroom Unit: 1959-60 and 1969-70

Chart 3.5 – Table 28

Expenditures for classroom units exhibit considerable variation among and within States.

Range of Operational Expenditures per Classroom Unit, by State: 1969-70



NOTE – The District of Columbia and Hawaii are not included because each operated as a single school system in 1969-70 with only a single expenditure per classroom unit. They are, however, included in data for the United States.

Chart 3.6 – Table 29

Percent of personal income and per capita income show differential effort and ability to support public education.

Personal Income, 1973, Related to Public School Expenditures, by State: 1973-74

State	Personal income		Total expenditures for public elementary and secondary education[1]	
	Total (in millions)	Per capita	Amount (in thousands)	As a percent of personal income
1	2	3	4	5
UNITED STATES	$1,057,825	$5,041	$56,031,041	5.30
Alabama	13,700	3,871	575,352	4.20
Alaska	1,958	5,933	169,886	8.68
Arizona	9,655	4,692	662,826	6.87
Arkansas	8,050	3,952	378,622	4.70
California	113,746	5,521	6,710,739	5.90
Colorado	12,255	5,029	685,545	5.59
Connecticut	18,265	5,938	848,270	4.64
Delaware	3,328	5,778	216,060	6.49
District of Columbia	4,728	6,337	232,080	4.91
Florida	37,799	4,923	1,801,452	4.77
Georgia	21,032	4,395	976,662	4.64
Hawaii	4,582	5,541	237,149	5.18
Idaho	3,398	4,413	166,642	4.90
Illinois	64,833	5,770	3,048,470	4.70
Indiana	26,510	4,987	1,275,847	4.81
Iowa	15,314	5,273	763,620	4.99
Kansas	12,088	5,304	482,025	3.99
Kentucky	13,478	4,033	543,500	4.03
Louisiana	14,795	3,931	846,000	5.72
Maine	4,196	4,082	245,500	5.85
Maryland	22,339	5,489	1,326,651	5.94
Massachusetts	30,561	5,253	1,513,385	4.95
Michigan	50,201	5,551	2,893,525	5.76
Minnesota	20,019	5,137	1,321,197	6.60
Mississippi	8,112	3,556	454,159	5.60
Missouri	23,031	4,841	997,193	4.33
Montana	3,376	4,682	201,000	5.95
Nebraska	8,127	5,271	366,276	4.51
Nevada	3,148	5,745	162,100	5.15
New Hampshire	3,713	4,694	165,083	4.45
New Jersey	43,02[illegible]	5,845	2,195,700	5.10
New Mexico	4,262	3,853	323,209	7.58
New York	104,198	5,705	6,555,700	6.29
North Carolina	22,577	4,282	1,163,044	5.15
North Dakota	3,645	5,675	149,500	4.10
Ohio	54,474	5,076	2,457,000	4.51
Oklahoma	11,558	4,340	516,000	4.46
Oregon	10,753	4,833	601,109	5.59
Pennsylvania	59,427	4,993	3,361,440	5.66
Rhode Island	4,710	4,841	237,541	5.04
South Carolina	10,582	3,882	573,303	5.42
South Dakota	3,229	4,713	154,200	4.78
Tennessee	16,897	4,095	748,859	4.43
Texas	53,912	4,571	2,548,376	4.73
Utah	4,711	4,072	292,900	6.22
Vermont	1,881	4,054	132,141	7.03
Virginia	23,506	4,886	1,172,000	4.99
Washington	17,674	5,154	896,377	5.07
West Virginia	7,107	3,961	363,801	5.12
Wisconsin	21,703	4,75[illegible]	1,217,859	5.61
Wyoming	1,657	4,695	104,166	6.29

[1] Includes current expenditures, capital outlay, and interest.

NOTE – Because of rounding, details may not add to totals.

SOURCES: (1) U. S. Department of Health, Education, and Welfare. (2) U. S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business*, August 1974.

National Center for Education Statistics, *Statistic of Public Elementary and Secondary Day Schools, Fall 1973.*

Chart 3.7

State and local sources account for about 80 percent of school revenues. However the distribution ranges widely among States.

Revenue Receipts of Public Elementary and Secondary Schools From Federal, State, Local, and Other Sources, by State: 1971-72

(Amounts in thousands of dollars)

State	Total revenue receipts	Federal [1]		State		Local sources (including intermediate)[2]	
		Amount	Percent of total	Amount	Percent of total	Amount	Percent of total
1	2	3	4	5	6	7	8
UNITED STATES	$50,003,645	$4,457,969	8.9	$19,133,256	38.3	$26,402,420	52.8
Alabama	547,500	117,691	21.5	306,936	56.1	122,873	22.4
Alaska [3]	121,003	30,192	25.0	78,460	64.8	12,351	10.2
Arizona	476,595	56,278	11.8	191,924	40.3	228,393	47.9
Arkansas	302,864	64,304	21.2	130,320	43.0	108,240	35.7
California	5,279,614	414,938	7.9	1,766,898	33.5	3,097,778	58.7
Colorado	580,587	48,668	8.4	160,493	27.6	371,426	64.0
Connecticut	805,654	32,696	4.1	305,394	37.9	467,564	58.0
Delaware	169,410	14,232	8.4	117,761	69.5	37,417	22.1
District of Columbia	222,324	60,202	27.1	—	—	162,122	72.9
Florida	1,377,397	164,076	11.9	728,120	52.9	485,201	35.2
Georgia	841,580	132,040	15.7	414,825	49.3	294,715	35.0
Hawaii [4]	228,646	27,082	11.8	198,230	86.7	3,334	1.5
Idaho	147,836	18,075	12.2	59,303	40.1	70,458	47.7
Illinois	2,841,444	168,171	5.9	940,791	33.1	1,732,482	61.0
Indiana	1,217,255	69,654	5.7	389,269	32.0	758,332	62.3
Iowa	702,217	45,743	6.5	198,827	28.3	457,647	65.2
Kansas	464,194	41,183	8.9	131,284	28.3	291,727	62.8
Kentucky	543,061	96,282	17.7	289,869	53.4	156,910	28.9
Louisiana	758,353	110,781	14.6	418,895	55.2	228,677	30.2
Maine	224,565	21,557	9.6	79,561	35.4	123,447	55.0
Maryland	1,161,894	90,232	7.8	456,337	39.3	615,325	53.0
Massachusetts	1,480,571	72,817	4.9	390,661	26.4	1,017,093	68.7
Michigan	2,377,400	172,287	7.3	1,031,761	43.4	1,173,352	49.4
Minnesota	1,112,611	73,149	6.6	531,204	47.7	508,258	45.7
Mississippi	354,158	98,585	27.8	171,920	48.5	83,653	23.6
Missouri	976,713	90,461	9.3	327,185	33.5	559,067	57.2
Montana [5]	174,508	17,987	10.3	39,000	22.3	117,521	67.3
Nebraska	291,275	28,614	9.8	52,085	17.9	210,576	72.3
Nevada	133,232	11,987	9.0	51,796	38.9	69,449	52.1
New Hampshire	149,212	11,651	7.8	9,269	6.2	128,292	86.0
New Jersey [3]	1,953,799	111,241	5.7	456,771	23.4	1,385,787	70.9
New Mexico	244,000	49,998	20.5	145,492	59.6	48,510	19.9
New York	5,678,715	387,689	6.8	2,417,469	42.6	2,873,557	50.6
North Carolina	938,098	168,808	18.0	532,229	56.7	237,061	25.3
North Dakota	142,404	23,135	16.2	39,807	28.0	79,462	55.8
Ohio	3,574,381	141,309	4.0	666,694	18.7	2,766,378	77.4
Oklahoma	461,536	65,003	13.5	217,704	45.2	198,829	41.3
Oregon	556,755	47,763	8.6	112,324	20.2	396,668	71.2
Pennsylvania	2,799,878	191,129	6.8	1,315,577	47.0	1,293,172	46.2
Rhode Island	229,456	17,120	7.5	95,228	41.5	117,108	51.0
South Carolina	484,367	90,775	18.7	260,530	53.8	133,082	27.5
South Dakota	146,105	22,646	15.5	20,507	14.0	102,952	70.5
Tennessee	647,288	95,236	14.7	305,122	47.1	246,930	38.1
Texas	2,324,585	290,476	12.5	1,094,287	47.1	939,822	40.4
Utah	255,527	28,365	11.1	131,365	51.4	95,797	37.5
Vermont	125,837	7,597	6.0	45,359	36.0	72,881	57.9
Virginia	1,013,533	141,531	14.0	330,845	32.6	541,157	53.4
Washington	844,672	79,487	9.4	427,145	50.6	338,040	40.0
West Virginia	338,489	46,407	13.7	190,957	56.4	101,125	29.9
Wisconsin	1,067,113	50,900	4.8	327,353	30.7	688,860	64.6
Wyoming	93,414	9,739	10.4	32,113	34.4	51,562	55.2

[1] Includes value of commodities distributed under the school lunch and milk programs.

[2] Includes a relatively minor amount from other sources (gifts and tuition and transportation fees from patrons) which accounted for 0.4 percent of total revenue receipts in 1967-68.

[3] Data from published reports.

[4] Both State and local revenues are reported even though the entire State of Hawaii is regarded as a single school system.

[5] Includes data from published and unpublished reports; partially estimated by the National Center for Education Statistics.

SOURCE: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems, 1971-72.*

Chart 3.8

Federal funds to education are directed primarily to children from low income areas or to children with special needs.

Percent of Federal Expenditures in Federally Aided Programs for Elementary and Secondary Education, by Pupil Participant Category: 1971-72

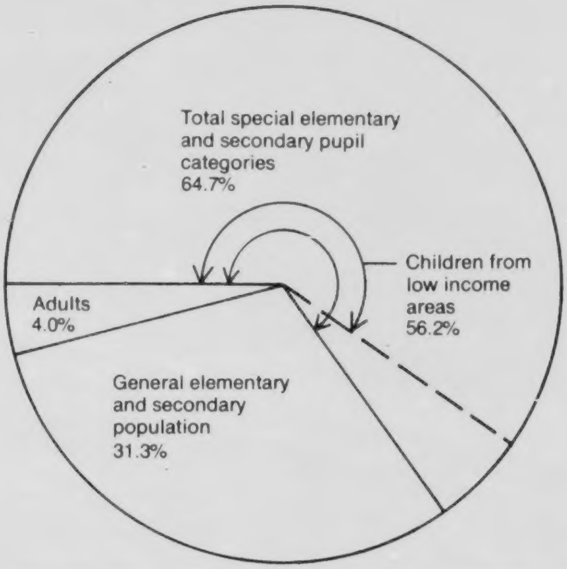


Chart 3.9 — Table 30

Inflation, increasing seniority and collective bargaining will affect average teacher salaries.

Average Annual Salary of Instructional Staff in Regular Public Elementary and Secondary Schools: 1971-72 to 1977-78

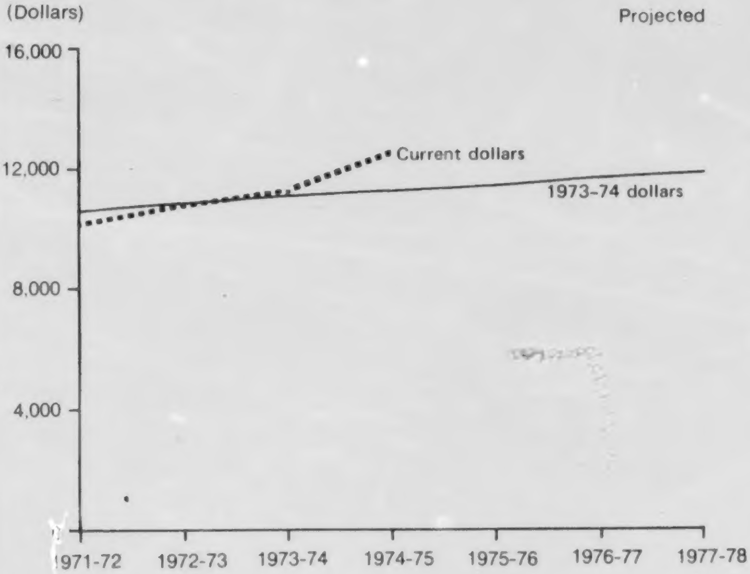


Chart 3.10 — Table 32

There were substantial increases in average teacher salaries between 1960 and 1970, but inflation is offsetting recent increases in some States.

Average Annual Salary of Instructional Staff in Public Elementary and Secondary Day Schools, by State: 1959-60, 1969-70, and 1973-74

	Adjusted dollars (1973-74 purchasing power)[2]		
State	1959-60	1969-70	1973-74[3]
1	2	3	4
UNITED STATES	8,215	10,919	11,185
Alabama	6,354	8,590	9,443
Alaska	10,891	13,579	16,053
Arizona	8,876	11,086	10,943
Arkansas	5,232	7,961	8,139
California	10,479[6]	12,327	13,875
Colorado	7,934	9,758	10,757
Connecticut	9,540	11,611	11,660
Delaware	9,209[6]	11,487	11,860
District of Columbia	9,971	13,680	13,412
Florida	8,066	10,623	10,954
Georgia	6,199[7]	9,106	9,110
Hawaii	8,558	12,141	11,968
Idaho	6,694	8,964	8,696
Illinois	9,231[8]	12,290	12,261
Indiana	8,800	11,826	10,828
Iowa	6,399	10,129	10,580
Kansas	7,066[6]	9,648	9,420
Kentucky	5,283	9,417	8,557
Louisiana	7,904	8,918	9,500
Maine	5,865	9,954	9,547
Maryland	8,823	12,210	12,310
Massachusetts	8,804[9]	11,333	11,710
Michigan	8,977	12,506[10]	13,050
Minnesota	8,376	12,299	11,730
Mississippi	5,262	7,426	7,865
Missouri	7,202	9,994	9,823
Montana	7,026[6]	10,005	9,772
Nebraska	6,154	9,702	9,541
Nevada	9,039	11,968	—[5]
New Hampshire	7,074	9,904	9,331
New Jersey	9,322[11]	11,734	12,000
New Mexico	8,546	10,036	9,300
New York	10,379	12,599	13,300
North Carolina	6,634	9,565	9,823
North Dakota	5,867	8,523	8,790
Ohio	8,136	10,615	10,750
Oklahoma	7,398	8,818	8,500
Oregon	8,788	11,364	10,265
Pennsylvania	8,428	11,117	11,400
Rhode Island	8,731[11]	10,993	11,709
South Carolina	5,478	8,646	9,046
South Dakota	5,915	8,276	8,500
Tennessee	6,238	9,005	9,150
Texas	7,475	9,268	9,301
Utah	8,091	9,942	9,685
Vermont	7,091	10,160	9,189
Virginia	6,847	10,129	10,300
Washington	8,960[11]	11,734	11,935
West Virginia	6,275	9,696	8,840
Wisconsin	7,733[12]	11,302	11,637
Wyoming	7,839	10,539	10,164

[1] Includes supervisors, principals, classroom teachers, and other instructional staff.
[2] Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U. S. Department of Labor.
[3] Estimated.
[4] Beginning in 1959-60, includes Alaska and Hawaii.
[5] Data not available.
[6] Partly estimated by the Office of Education.
[7] Excludes kindergarten teachers.
[8] Includes administrators.
[9] Includes clerical assistants to instructional personnel.
[10] Represents actual salary for 1972-73 school year.
[11] Includes attendance personnel.
[12] Excludes vocational schools not operated as part of the regular public school system.

SOURCES: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems*; and *Statistics of Public Elementary and Secondary Day Schools, Fall 1973.*

Chart 3.11

Per pupil costs are increasing for all large cities, though variations among cities are substantial.

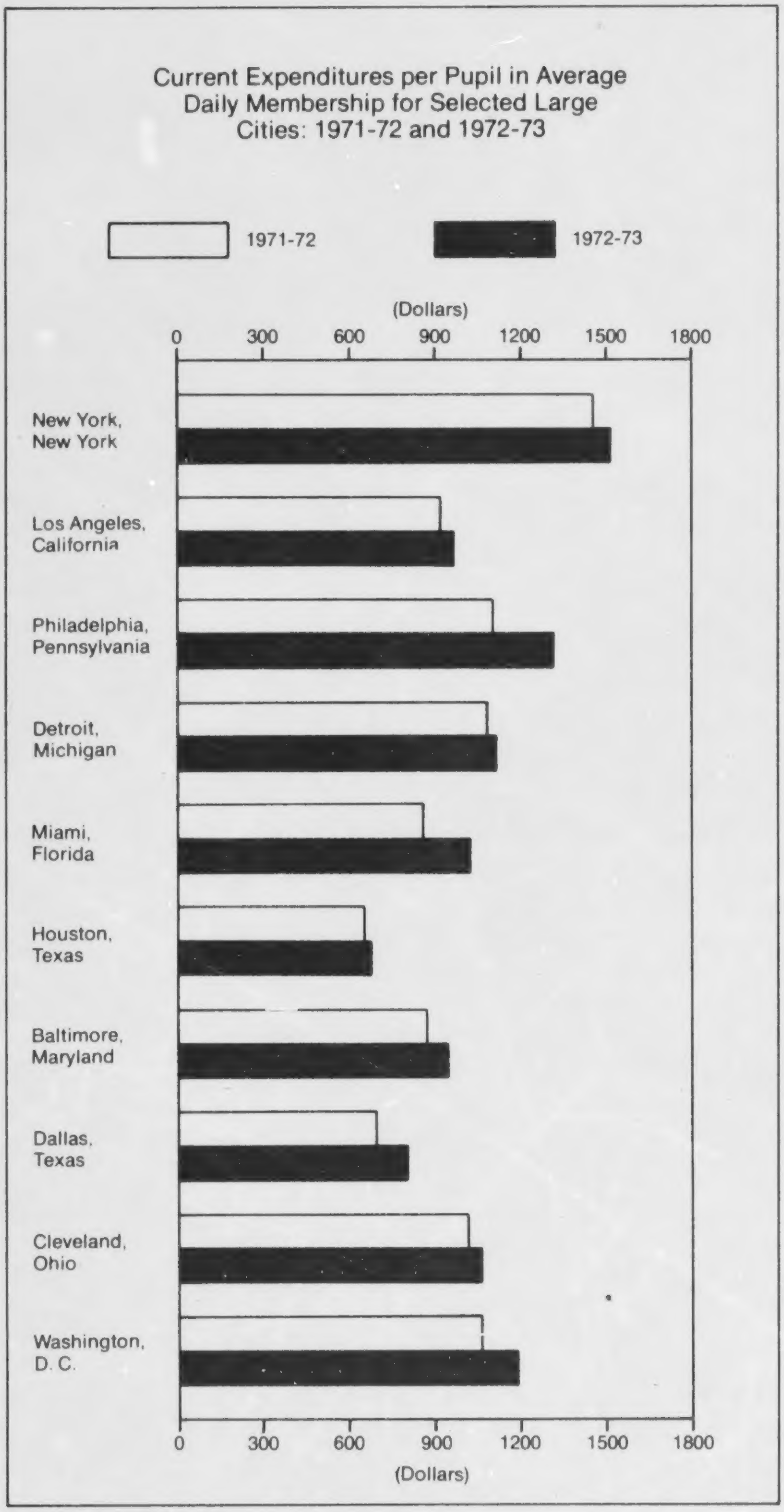


Chart 3.12 — Table 33

As declining enrollments yield percentage drops in average daily membership, cities are experiencing percentage increases in per pupil cost.

Percentage Changes in Average Daily Membership (ADM) and per Pupil Cost (PPC) for Selected Large Cities: 1971-72 and 1972-73

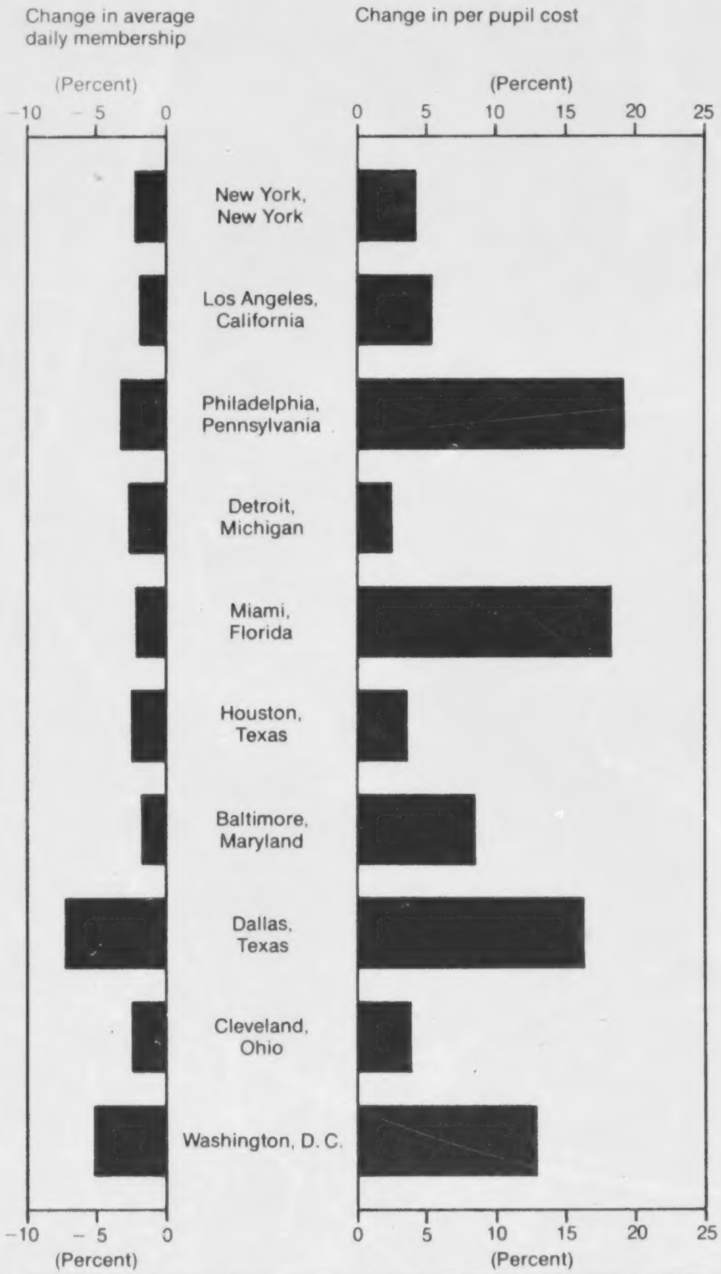


Chart 3.13 — Table 33, 34

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4

The Elementary and Secondary Education Enterprise

The elementary and secondary education enterprise is a major industry encompassing some 89,000 public elementary and secondary schools located in almost 17,000 school districts. To describe this enterprise, a number of its characteristics will be reviewed here: enrollments, educational programs, and institutional characteristics. Enrollment data provide some indication of the magnitude of this enterprise and its projected size in the future. Information concerning educational programs communicates the purposes and content of instructional activities. A summary of institutional characteristics relates education to the communities in which it operates. This chapter examines each of these topics in turn.

Participation in Elementary and Secondary Education

There will be fewer young people in our elementary and secondary schools in the years ahead. A drop in enrollments of 1.8 million in public and nonpublic schools is expected to occur between 1974 and 1977 (chart 4.1). The decline in enrollments at elementary levels has already occurred in all States (chart 4.2). While the size of the traditional school-age population is declining, the age distribution of participants in educational activities is changing. Formal education is starting earlier for many children. The combined impact of Federal programs to aid disadvantaged children, a growing interest in early preschool education, and the changing labor force participation of women, has caused considerable growth in preprimary enrollment. Close to 20 percent of the 3- and 4-year-olds were in prekindergarten programs in 1973 (chart 4.3). Non-White participation rates exceeded White participation rates, primarily as a result of specific programs such as Head Start (chart 4.4). Enrollments also increase with family income for each race, reflecting not only the changing life styles of families with two wage earners instead of one, but also the desire of many middle- and upper middle-class families to provide "headstarts" in education for their own children. This trend is likely to continue.

The ages of entry into elementary school differ among States, as reflected by the enrollment rates for 3- and 4-year-olds and 5- and 6-year-olds (chart 4.5). For persons between the ages of 7 and 16, 97 percent of the population is enrolled in schools. On the other hand, there are many children who are not in school. Nationally, almost 3 percent of the children between the ages of 7 and 15 were not enrolled in school in 1970; for those 16 and 17 years old, more than 10 percent (chart 4.6). The percentages of children not in school are startling when viewed in terms of subgroups identified by region or State (tables 38 and 39). Among 16- and 17-year-olds in the South, 14.5 percent were not enrolled in school, compared with the national average of 10.3 percent. The reasons for their nonattendance range from physical handicaps which cannot be handled in existing overloaded or inadequate programs to economic or social handicaps which the schools or the children and their parents cannot accommodate.

Educational Programs

Students with physical or emotional handicaps are receiving greater attention and more specialized services in schools. The attention to large numbers of handicapped students has been slow to come, but it is increasing with the realization that providing equal educational opportunity does not necessarily mean providing equal services. It is estimated that 10 percent of the pupils enrolled have handicaps which interfere with their ability to receive and education (chart 4.7). The problems are compounded by the fact that many students have multiple handicaps. Interest in maintaining schools where full participation by all students is the ideal has generated a variety of ways of serving these students in regular classrooms, whenever possible. Special facilities still exist and are necessary, but there is growing recognition that for many children with handicaps, most of their needs may be dealt with in the classroom by the regular classroom teacher who has received special training and who can call upon an expert when needed.

Vocational education is also receiving greater attention in many schools, in part because of Federal legislation. In 1973, over 7 million students in secondary schools were enrolled in one or more vocational education classes. State and local government carry most of the burden of financial support for such programs. Of those programs receiving Federal support, the largest percentage of enrollment is in home economics fields, including both "consumer and homemaking" and "gainful home economics" areas (chart 4.8). Office and trades and industry program also represent major areas of participation.

In general educational offerings, enrollment data by subject area show remarkably little variation in the distribution of courses taken over the past 20 years (chart 4.9). Possible changes in the variety and richness of subject offerings are, of course, not revealed by such data. For example, a general survey course in American government and a current course on the sociology of integration would both be counted as social studies offerings. Capturing the nature of curriculum offerings is a major problem in accurately representing the range of educational experiences offered in schools.

Another aspect of education which is difficult to measure but relevant to an assessment of the condition of education is mode of instruction. While the pupil-teacher ratio continues to decline (chart 4.11), other changes also have occurred in many schools in this country within the past 10 years. Interest in independent study, growing out of increased awareness and respect for individual differences in learning, has provided the impetus for integrating instructional resource centers into schools. The usefulness of the resource center has become so widely recognized that many school buildings built in the past 5 years include such a facility. Aside from the resource center, many alternatives, not all of which require special facilities, have been tried (chart 4.10). Many of these innovations are changing the means by which education is offered to students. Data on the use of these innovations, some of which affect school organization and some of which require special equipment or personnel, are only beginning to be acquired.

Institutional Characteristics

School system size. The size of a school system is believed to be a major determinant of educational quality. Large systems can support variety and choice and make efficient provision for a range of services (for the gifted, handicapped, and disadvantaged students and for those seeking vocational training). Some local school systems are considered to be too small to provide efficient administration or quality services. Modern transportation and communication have rendered tiny districts obsolete. It is believed that a system should serve at least 500 students in order to offer what is now regarded as a full program. Yet 4,723 school systems in the country, 28.9 percent of the total, have enrollments of fewer than 300 students (chart 4.12). States have dealt with this problem in an uneven fashion. While the number of school districts does continue to decline, more consolidation of districts is needed (chart 4.13).

Racial distribution of students and staff. In spite of efforts to achieve racially balanced schools, a large proportion of minorities attend schools which have predominantly minority enrollments (chart 4.14). Instructional staff does not mirror the racial composition of the student population in many States (chart 4.15). The patterns of school segregation reflect continued segregation in living areas. Where districts contain heterogeneous populations, integration is possible in schools, if not in neighborhoods, by direct intervention. Controversial busing programs have secured (though tenuously) integrated schools. When crossing school district or perhaps State lines seems indicated, even more complicated logistical and legal problems occur.

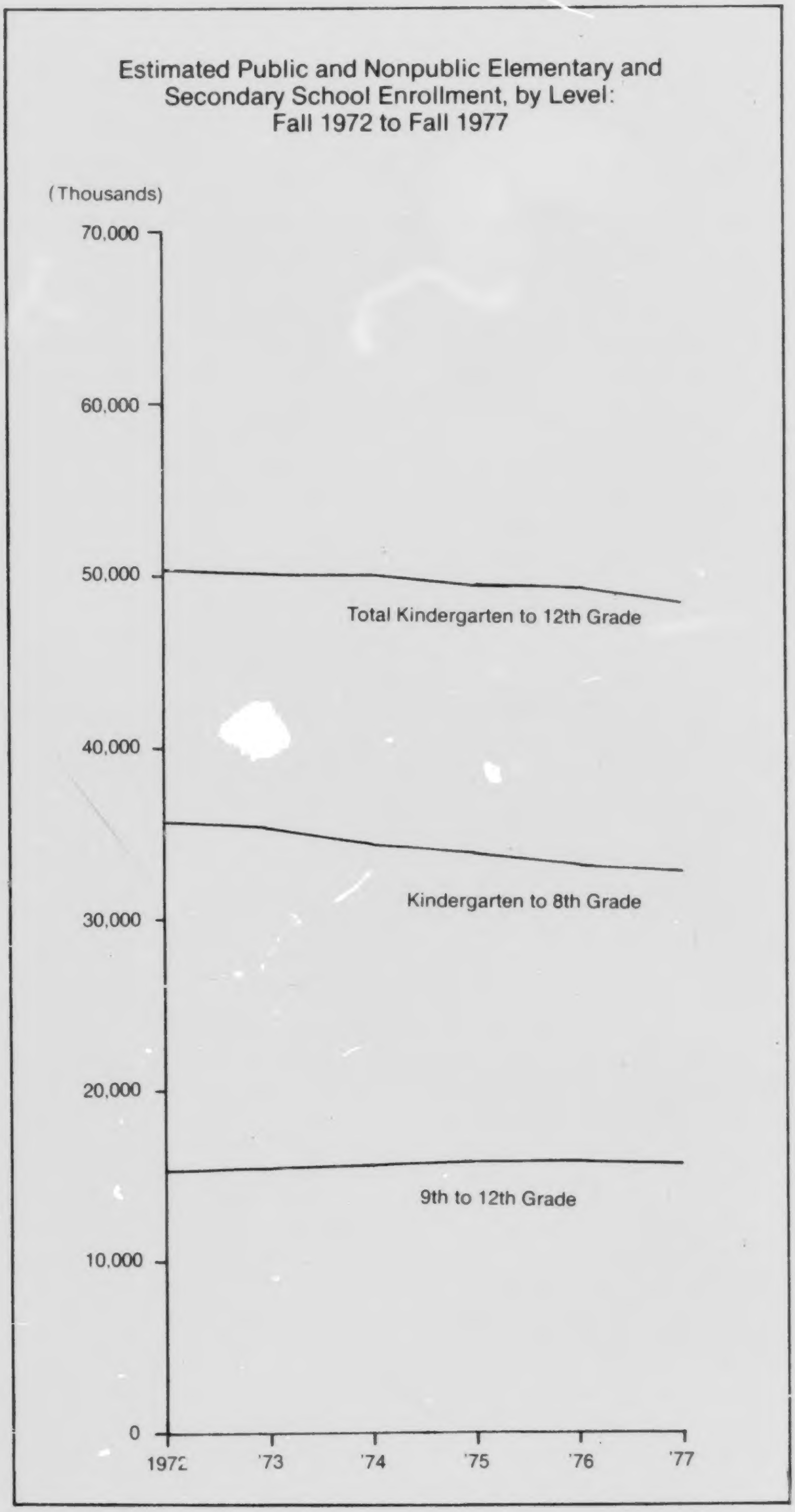
The steady progress toward integration in the South has not been matched in other parts of the country where problems have become so severe that promoting integration as the means of providing equal educational opportunity is being questioned. Strategies are needed which not only provide equal educational opportunities but also opportunities for people to live harmoniously with one another.

Patterns of staffing. Out public schools have not yet equalized instructional and administrative staffing by sex. In fact, staffing patterns strongly reflect the typical sex stereotypes assigned to various roles. While 66 percent of the public school teachers in the country were women, only 14 percent of the principals were women in 1972-73 (chart 4.16). Of those women who were principals, 95 percent held their positions at the elementary level. Given these figures, it is not surprising that more than 99 percent of all superintendents of schools at the local level are men.

Nor have the ratios of men and women in teaching changed in recent years. For the period from 1965-66 to 1971-72, the most recent year for which data are available, the distribution of men and women classroom teachers in elementary schools varied by only 2 percentage points: from 15 percent men and 85 percent women to 17 percent men and 83 percent women. For the same period, even less variation was observed at the secondary level. Aside from a shift of 1 percentage point for one of the years, the percentages have remained at 54 percent men and 46 percent women.

Changes in these patterns of employment by sex will not come quickly or easily. As enrollments decline, the number of new entrants to the teaching profession will decline also. Because of seniority and tenure systems, there will be very little margin for altering the status quo. Even with several careful projections of demands for new teachers and several alternative estimates of expected candidates, a considerable oversupply of teachers is forecast (charts 4.19 and 4.20). This situation not only suggests unemployment for would-be teachers, but an imbalance in age, seniority, experience, and type of teacher training within the teaching force in the future.

Fewer students will be going to school in 1977 than in 1974. The projected decline is expected to continue through the 1970's.



Estimated Public and Nonpublic Elementary and Secondary School Enrollment, by Level: Fall 1972 to Fall 1977

Chart 4.1 – Table 35

Enrollment declines between 1973 and 1974 occur at the kindergarten to grade 8 level.

Enrollment in Public Elementary and Secondary Day Schools, by Level and State: Fall 1973 and Fall 1974

State	Fall 1973			Fall 1974[1]		
	Total	Kindergarten through grade 8	Grades 9-12 and postgraduate	Total	Kindergarten through grade 8	Grades 9-12 and postgraduate
1	2	3	4	5	6	7
UNITED STATES	45,408,805	31,333,080	14,075,725	45,000,000	30,700,000	14,300,000
Alabama	770,739	534,814	235,925	764,000	524,000	240,000
Alaska	82,505	60,562	21,943	81,000	59,000	22,000
Arizona	521,240	367,997	153,243	517,000	361,000	156,000
Arkansas	450,114	316,665	133,449	446,000	310,000	136,000
California	4,459,328	3,060,277	1,399,051	4,419,000	2,998,000	1,421,000
Colorado	573,154	395,218	177,936	568,000	387,000	181,000
Connecticut	667,088	440,965	226,123	662,000	432,000	230,000
Delaware	132,940	90,325	42,615	132,000	89,000	43,000
District of Columbia	136,036	101,825	34,211	135,000	100,000	35,000
Florida	1,537,952	1,065,459	472,493	1,524,000	1,044,000	480,000
Georgia	1,085,881	777,831	308,050	1,075,000	762,000	313,000
Hawaii	178,511	124,035	54,476	177,000	122,000	55,000
Idaho	189,133	126,671	62,462	187,000	124,000	63,000
Illinois	2,320,672	1,609,242	711,430	2,300,000	1,577,000	723,000
Indiana	1,207,420	834,093	373,327	1,196,000	817,000	379,000
Iowa	631,132	431,222	199,910	626,000	423,000	203,000
Kansas	460,896	308,102	152,794	457,000	302,000	155,000
Kentucky	709,764	494,467	215,297	703,000	484,000	219,000
Louisiana	842,152	598,256	243,896	834,000	586,000	248,000
Maine	245,467	174,566	70,901	243,000	171,000	72,000
Maryland	911,097	640,226	270,869	902,000	627,000	275,000
Massachusetts	1,205,142	846,540	358,602	1,193,000	829,000	364,000
Michigan	2,123,611	1,438,859	648,752	2,106,000	1,410,000	696,000
Minnesota	900,377	601,738	298,639	893,000	590,000	303,000
Mississippi	519,786	369,467	150,319	515,000	362,000	153,000
Missouri	1,019,803	700,674	319,129	1,011,000	687,000	324,000
Montana	172,045	115,234	56,811	171,000	113,000	58,000
Nebraska	323,211	220,281	102,930	321,000	216,000	105,000
Nevada	135,406	95,401	40,005	134,000	93,000	41,000
New Hampshire	171,482	120,351	51,131	170,000	118,000	52,000
New Jersey	1,481,605	1,029,202	452,403	1,468,000	1,008,000	460,000
New Mexico	283,550	190,895	92,655	281,000	187,000	94,000
New York	3,449,430	2,349,516	1,099,914	3,419,000	2,302,000	1,117,000
North Carolina	1,173,415	814,431	358,984	1,163,000	798,000	365,000
North Dakota	138,302	90,351	7,951	138,000	89,000	49,000
Ohio	2,378,349	1,617,374	760,975	2,358,000	1,585,000	773,000
Oklahoma	600,948	414,717	186,231	595,000	406,000	189,000
Oregon	476,518	321,619	154,899	472,000	315,000	157,000
Pennsylvania	2,321,437	1,551,631	769,806	2,302,000	1,520,000	782,000
Rhode Island	184,624	130,419	54,205	183,000	128,000	55,000
South Carolina	626,914	444,616	182,298	621,000	436,000	185,000
South Dakota	157,522	106,179	51,343	156,000	104,000	52,000
Tennessee	902,704	643,309	259,395	894,000	630,000	264,000
Texas	2,782,151	1,991,736	790,415	2,754,000	1,951,000	803,000
Utah	305,800	211,110	94,690	303,000	207,000	96,000
Vermont	106,236	75,441	30,795	105,000	74,000	31,000
Virginia	1,085,295	753,005	332,290	1,076,000	738,000	338,000
Washington	788,324	537,865	250,459	781,000	527,000	254,000
West Virginia	409,184	286,084	123,100	405,000	280,000	125,000
Wisconsin	987,022	654,945	332,077	979,000	642,000	337,000
Wyoming	85,391	57,270	28,121	85,000	56,000	29,000

[1] Estimated.

SOURCES: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1973;* and National Center for Education Statistics estimates.

Chart 4.2

Participation of 3- and 4-year-olds in prekindergarten programs has almost tripled since 1965.

Prekindergarten Enrollment of 3- and 4-Year-Olds, by Race: 1964-1973

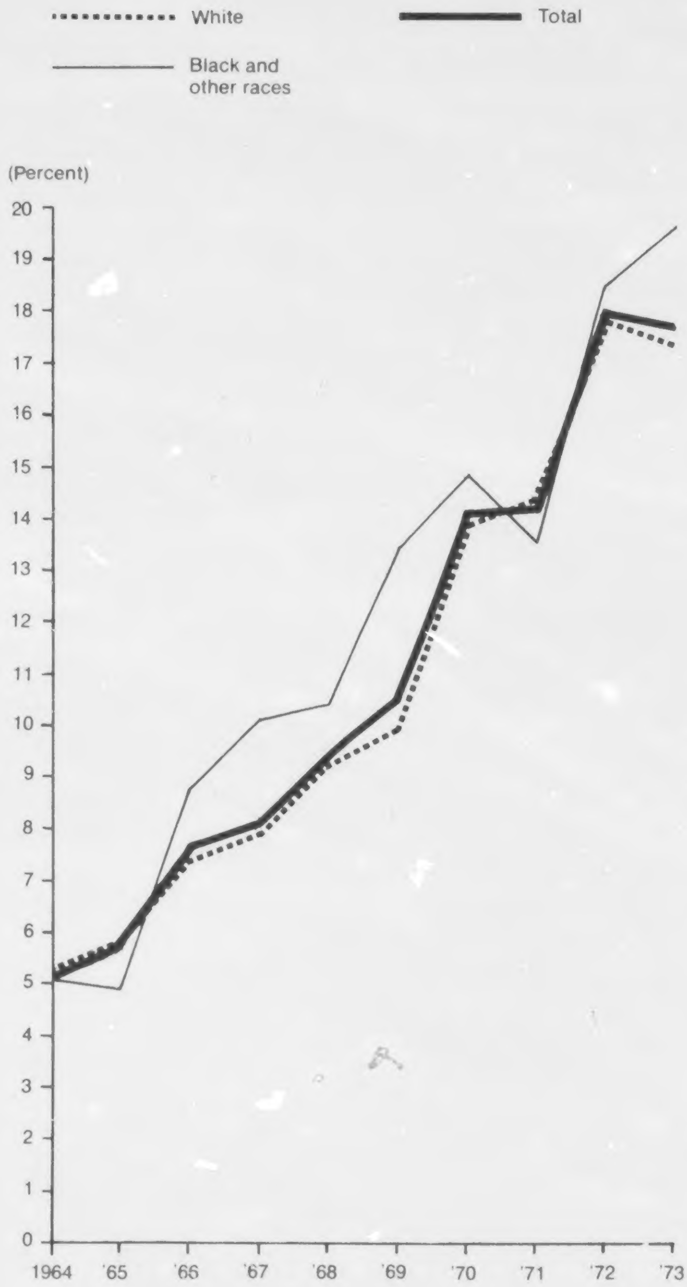
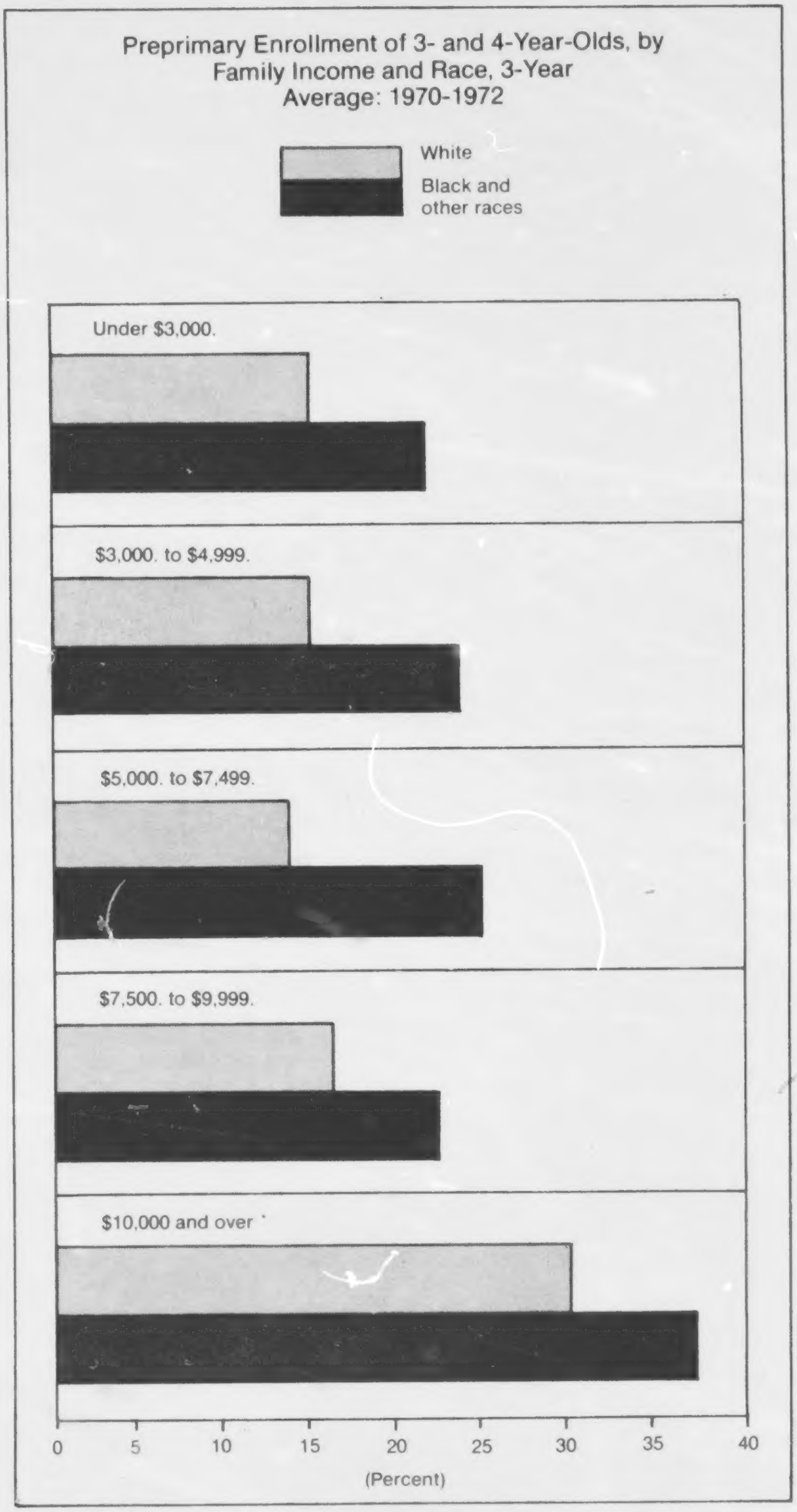


Chart 4.3 – Table 36

Participation of 3- and 4-year-olds in prekindergarten programs is higher among non-Whites than Whites at every level of family income



Preprimary Enrollment of 3- and 4-Year-Olds, by Family Income and Race, 3-Year Average: 1970-1972

Chart 4.4 -- Table 37

While 72.4 percent of 5- and 6-year-olds are in school, about 97 percent of the population from age 7 through 16 is enrolled in school.

Percent of 3-4 and 5-6-Year-Olds Enrolled in School, by State: Spring 1970

	Percent enrolled, by age	
State	3 and 4 years	5 and 6 years
1	2	3
UNITED STATES	12.5	72.4
Alabama	9.6	51.0
Alaska	13.9	77.2
Arizona	13.7	70.5
Arkansas	6.2	44.4
California	20.3	83.6
Colorado	16.1	78.0
Connecticut	19.0	87.3
Delaware	15.9	78.5
District of Columbia	25.7	81.5
Florida	19.1	73.3
Georgia	11.2	59.9
Hawaii	24.5	87.4
Idaho	5.3	56.7
Illinois	12.4	80.5
Indiana	8.6	70.5
Iowa	7.4	73.7
Kansas	11.3	74.1
Kentucky	5.9	52.3
Louisiana	11.0	65.7
Maine	8.0	74.1
Maryland	15.8	79.9
Massachusetts	14.0	77.5
Michigan	10.2	81.6
Minnesota	8.5	73.2
Mississippi	13.2	60.4
Missouri	10.1	74.1
Montana	5.6	59.4
Nebraska	10.1	77.4
Nevada	10.7	79.4
New Hampshire	8.0	68.1
New Jersey	14.2	81.1
New Mexico	10.2	63.1
New York	15.0	81.8
North Carolina	9.8	52.0
North Dakota	4.3	58.0
Ohio	9.5	73.4
Oklahoma	11.0	70.6
Oregon	11.3	66.5
Pennsylvania	10.7	78.7
Rhode Island	14.3	82.3
South Carolina	8.7	53.3
South Dakota	7.1	72.6
Tennessee	8.8	54.7
Texas	11.6	54.9
Utah	10.2	77.6
Vermont	8.9	69.0
Virginia	11.4	57.5
Washington	13.6	76.4
West Virginia	3.9	45.0
Wisconsin	9.1	76.8
Wyoming	5.9	67.1

SOURCE: U. S. Department of Commerce, Bureau of the Census, *Census of Population: 1970, General Social and Economic Characteristics,* Series PC(1)–C1.

Chart 4.5

Almost 2 million children aged 7 to 17 were not in school in 1970.

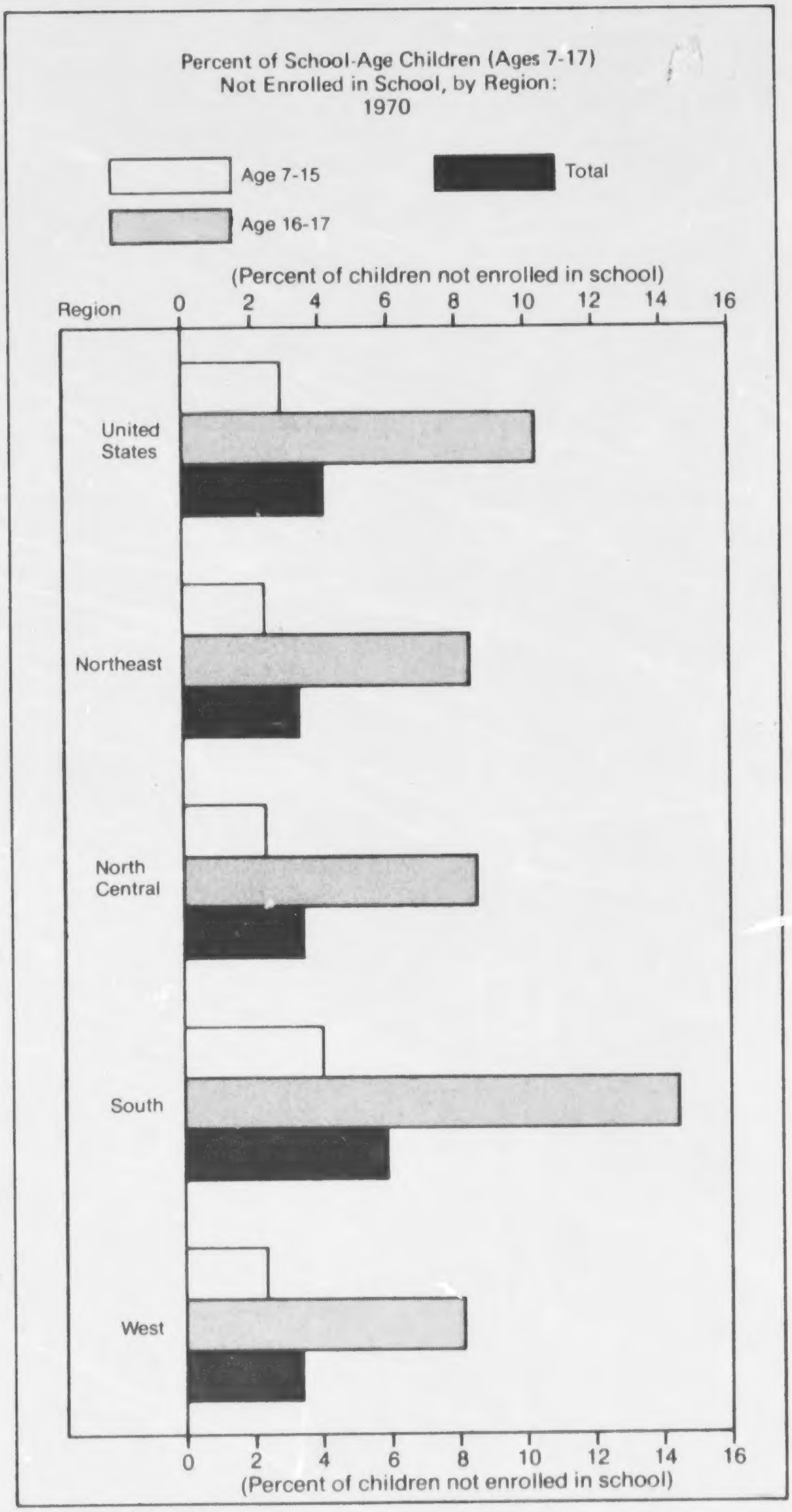


Chart 4.6 — Table 38

Handicapped pupils represent one-tenth of the total public school enrollment. About 62 percent of these pupils receive special services.

Number of Handicapped Pupils as a Percent of Public School Enrollment: Spring 1970

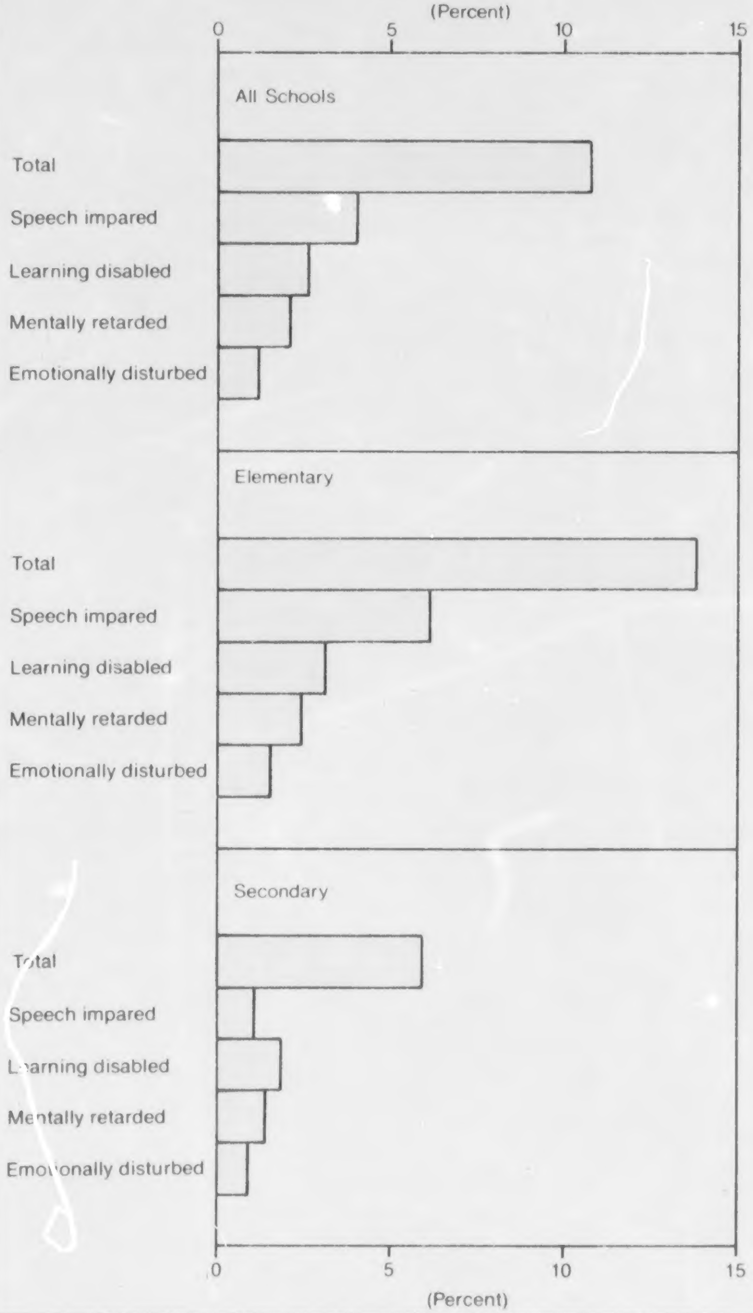


Chart 4.7 – Table 40

Enrollments in vocational education classes are concentrated in home economics and office programs.

Percentage Distribution of Enrollment, by Type of Program in Federally Aided Public Secondary School Vocational Education Classes: 1973

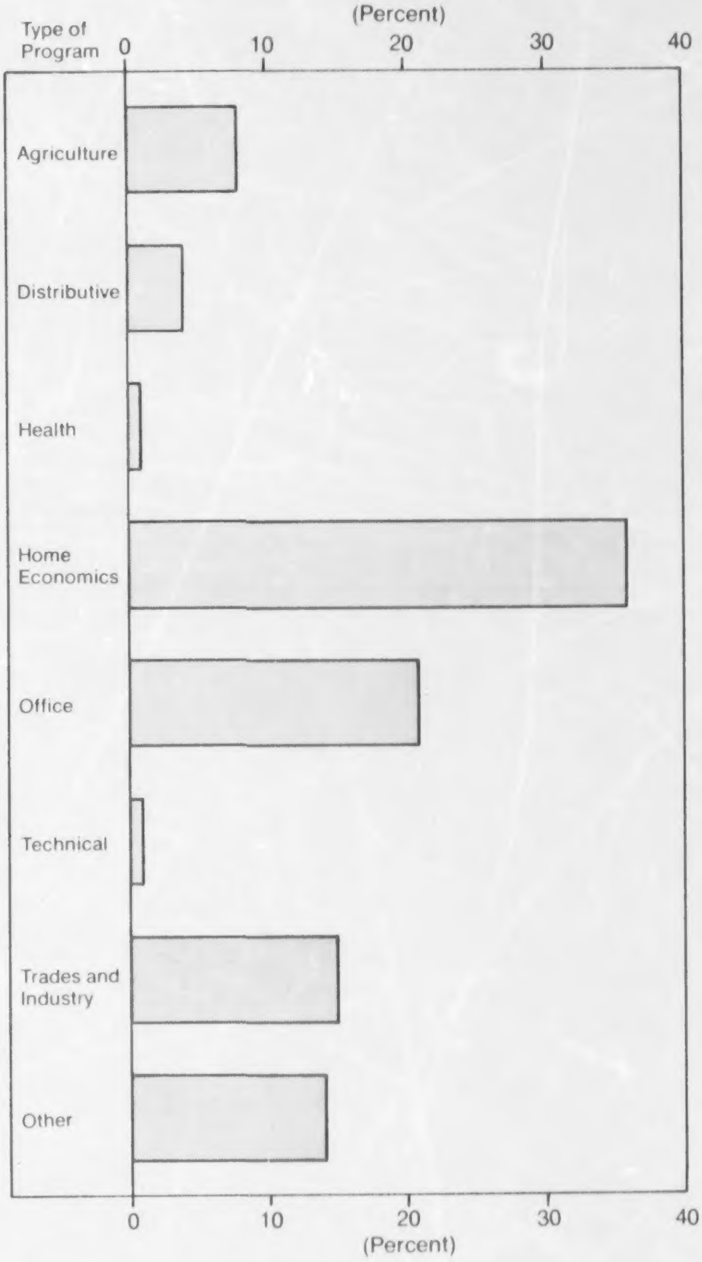


Chart 4.8 — Table 41

Subject area enrollments have remained fairly constant over time.

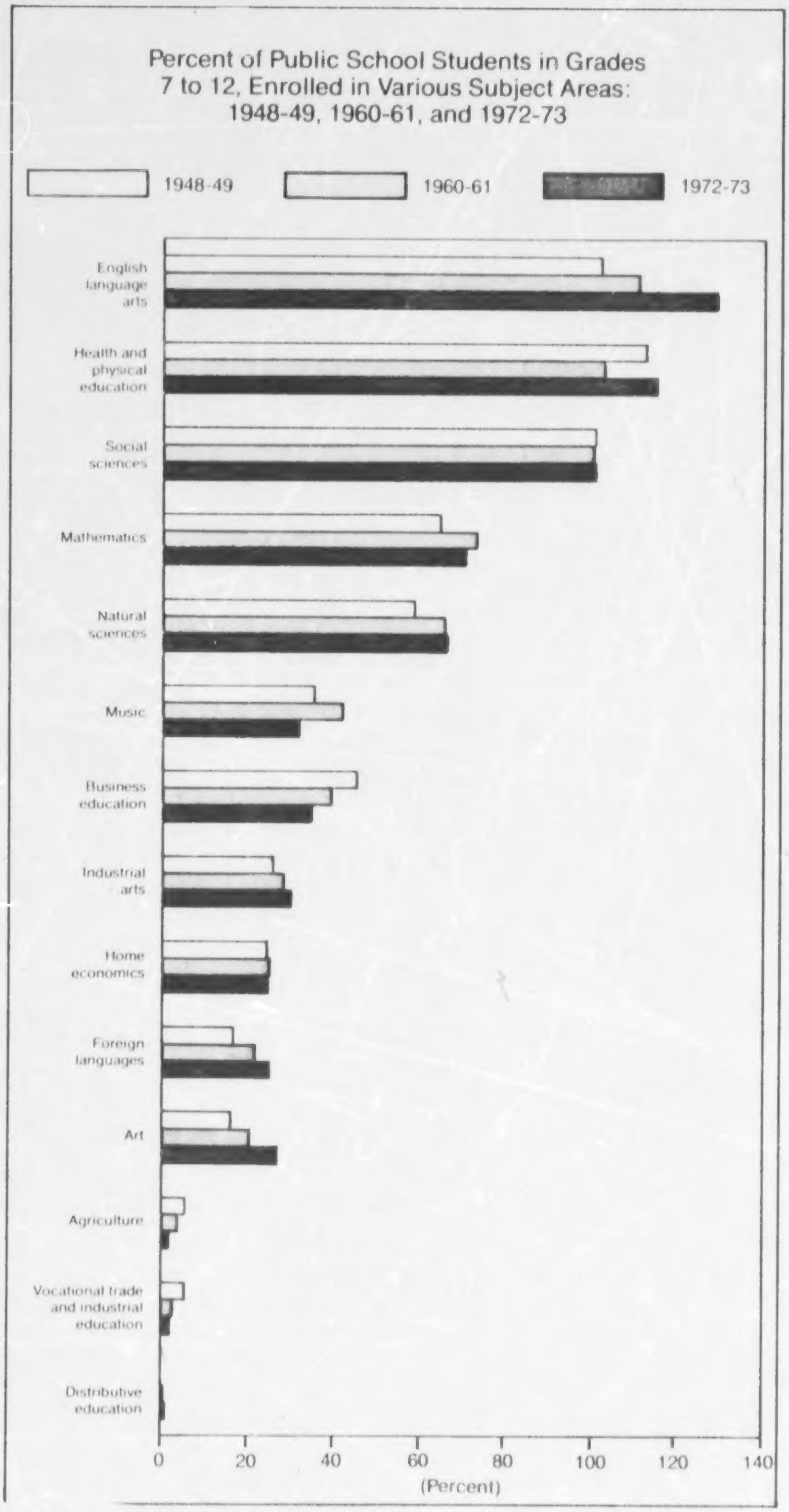

Percent of Public School Students in Grades 7 to 12, Enrolled in Various Subject Areas: 1948-49, 1960-61, and 1972-73

Chart 4.9 – Table 42

Many recent innovations provide variety in instruction and accommodate differences in learning styles.

Educational Innovation

Instructional Resources

- Libraries
- Resource centers
- Language laboratories
- Science laboratories
- Technical education shops

Scheduling

- Fixed schedules
- Flexible schedules
- Work-study programs
- Early dismissals

Instructional Staff

- Master teachers
- Teaching teams
- Resource librarians
- Aides and paraprofessionals
- Tutors

Instructional Groupings

- Large groups
- Seminars and small groups
- Conferences
- Independent study

Instructional Media

- Printed materials
- Three dimensional materials
- Television
- Films, cassettes, video and audio tapes
- Programmed instruction
- Computer assisted instruction

Chart 4.10

Decreases in pupil-teacher ratios are in part the result of a declining school population.

Pupil-Teacher Ratios in Public Elementary and Secondary Schools, by Level: Fall 1972 to Fall 1977

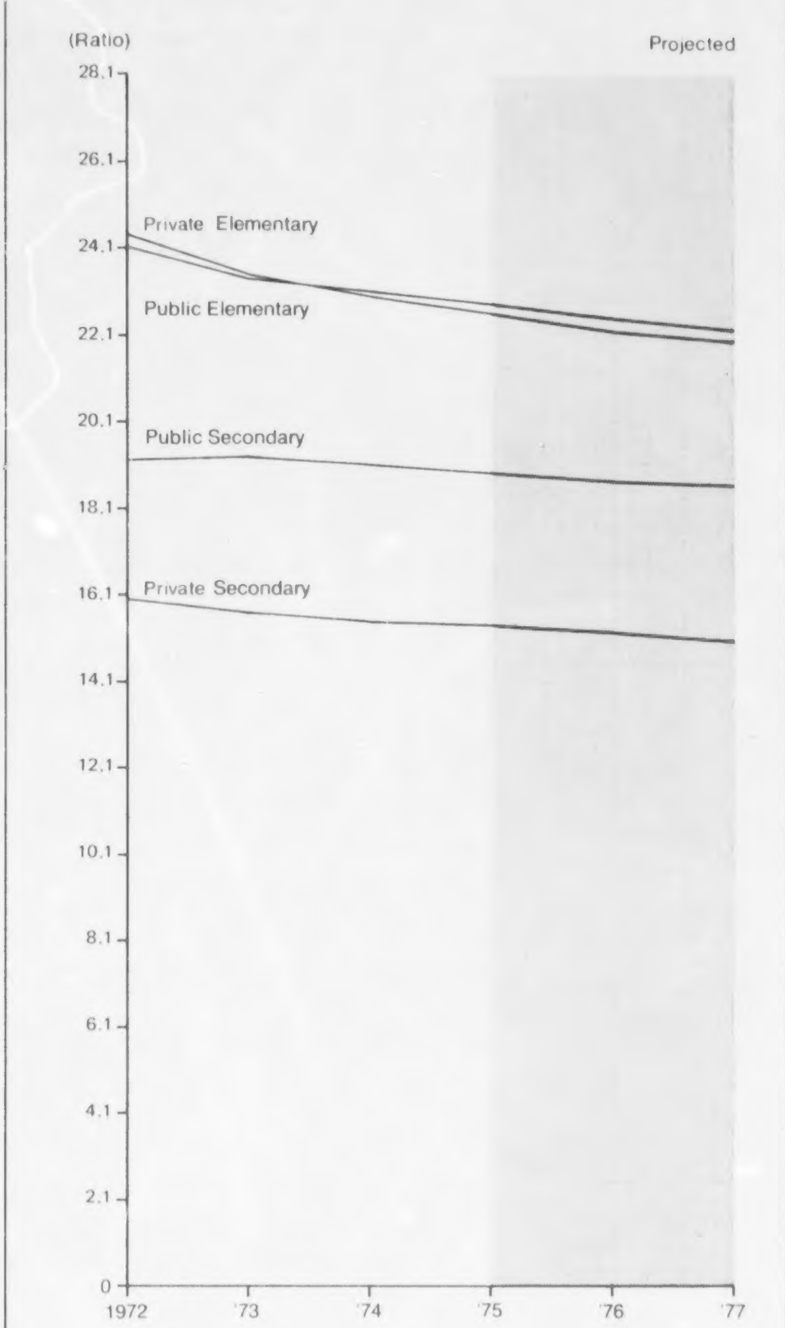


Chart 4.11 – Table 43

A surprising 4,723 school systems enroll fewer than 300 pupils (see State Table 45), which makes efficient administration and provision of services difficult.

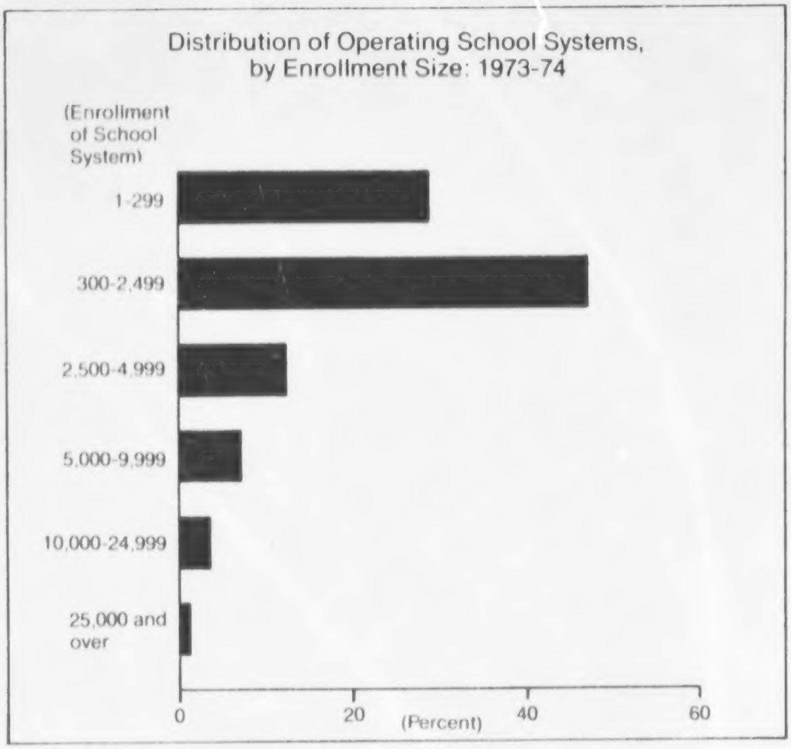


Chart 4.12 – Table 44

The number of school districts declined by 18 percent between 1968-69 and 1972-73.

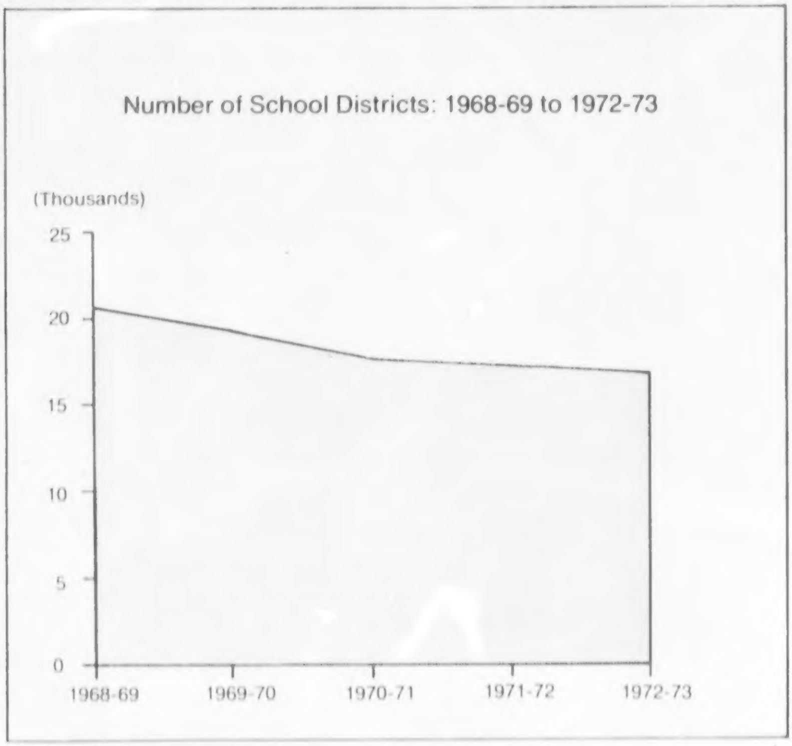


Chart 4.13 – Table 46

Many students from minority groups still attend schools which have predominantly minority enrollment. Desegregation efforts between 1968 and 1972 made dramatic changes in the racial composition of schools in the South. Racial composition of school districts affects progress toward integration. Washington, D.C. and Fairfax County, Virginia, provide examples of polar extremes.

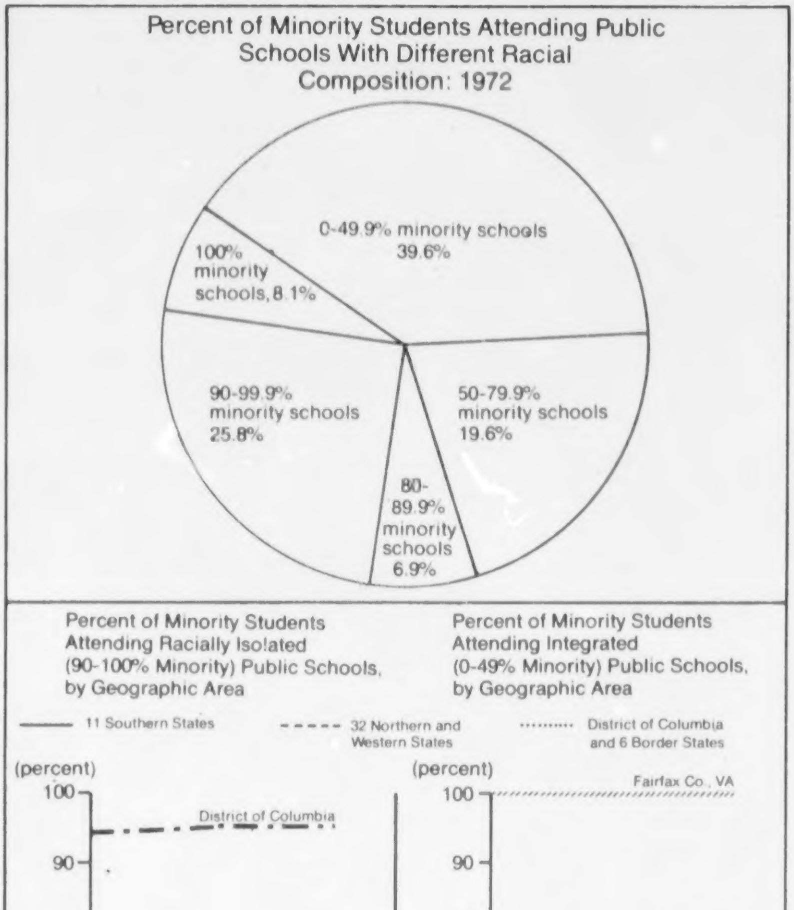


Chart 4.14 – Table 47

In many States minority enrollments of students greatly exceed minority percentages of teachers.

Percent of Minority Students and Percent of Minority Teachers, by State: 1972

State	Students	Teachers
Alabama	33.2	28.4
Alaska	21.9	5.3
Arizona	29.1	7.6
Arkansas	24.4	15.7
California	29.2	10.8
Colorado	18.6	5.8
Connecticut	12.7	4.2
Delaware	22.1	15.4
District of Columbia	96.5	85.2
Florida	28.7	20.0
Georgia	34.5	27.0
Idaho	4.9	0.7
Illinois	23.1	11.6
Indiana	11.0	6.0
Iowa	2.4	0.9
Kansas	9.3	3.6
Kentucky	8.8	5.1
Louisiana	41.3	33.2
Maine	0.6	0.2
Maryland	26.2	20.6
Massachusetts	6.8	1.9
Michigan	16.0	9.4
Minnesota	3.1	1.1
Mississippi	50.8	40.3
Missouri	15.5	9.7
Montana	5.9	0.7
Nebraska	7.3	2.1
Nevada	14.8	6.6
New Hampshire	0.7	0.4
New Jersey	21.3	8.4
New Mexico	49.7	20.3
New York	26.6	5.6
North Carolina	30.9	23.5
North Dakota	4.3	0.7
Ohio	13.3	6.5
Oklahoma	17.6	10.0
Oregon	4.8	2.1
Pennsylvania	12.6	5.5
Rhode Island	5.2	1.6
South Carolina	41.7	31.1
South Dakota	6.6	0.6
Tennessee	21.6	16.3
Texas	38.9	17.9
Utah	6.3	1.2
Vermont	0.4	0.3
Virginia	25.3	19.0
Washington	7.9	3.0
West Virginia	4.7	3.5
Wisconsin	6.5	2.5
Wyoming	8.4	1.5
Total	21.7	11.2

Minute differences between sum of numbers and total are due to computer rounding.

Hawaii missing.

SOURCE: U. S. Department of Health, Education, and Welfare, Office for Civil Rights, *Directory of Public Elementary and Secondary Schools in Selected Districts, Fall 1972.*

Chart 4.15 – Table 48

Public schools strongly reinforce sex stereotypes in instructional staffing patterns.

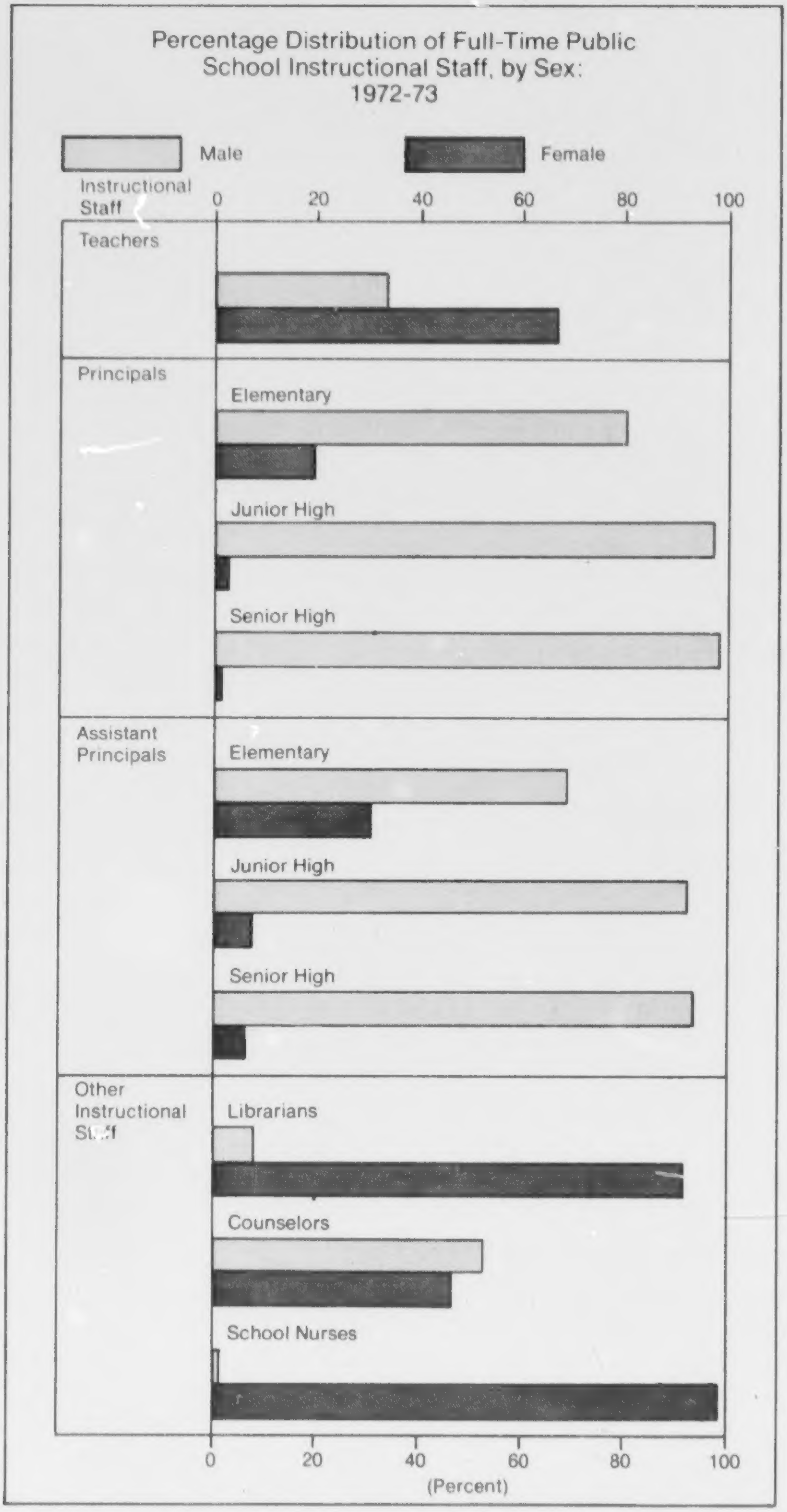


Chart 4.16 – Table 49

Teachers are viewing their profession more pessimistically than they did several years ago.

Attitudes of Teachers Toward the Teaching Profession

Surveys of teachers in 1965-66 and 1971 asked:

In general, how would you compare teaching as a profession today and teaching five years ago?

The responses of teachers were:

Attitude toward teaching profession	1965-66 %	1971 %
Getting better	70.2	34.0
Staying the same	10.1	8.5
Getting worse	13.1	29.6
No opinion	6.6	1.7
Not a teacher five years ago	*	26.1
	100.0	99.9

*not a category in 1965-66

Chart 4.17 – Table 50

Forty-two percent of public school parents say they have become more favorable toward public schools in recent years.

Attitudes of Parents Toward Public Schools

In a 1973 survey of attitudes towad public schools, parents with children now in the public schools say they have become more favorable in their views of the schools in recent years.

Their responses were:

Attitudes toward schools	%
Becoming more favorable	42
Becoming less favorable	31
No change/no opinion	27

Chart 4.18 – Table 51

Different projections of demand for and supply of teachers indicate an expected excess of teachers.

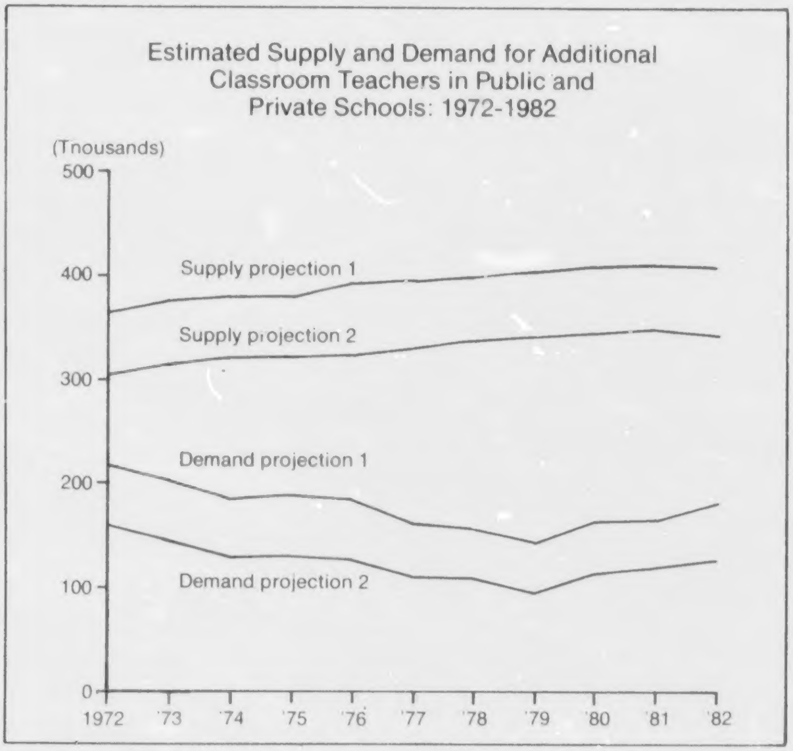


Chart 4.19 – Table 52, 53

The expected excess supply of teachers is substantial.

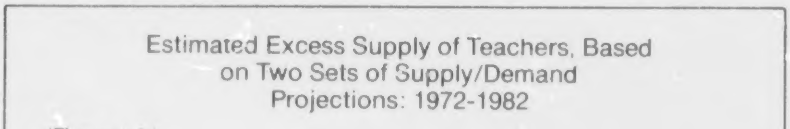


Chart 4.20 – Table 54

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II. Opportunities for Postsecondary Education

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5

The Educational Attainments of Participants in Postsecondary Education

Postsecondary education encompasses a wide range of opportunities for participation in academic study and occupational education for persons beyond high school age. The diversity in opportunities for continuing education after high school complicates any attempt to summarize or analyze the achievements and attainments of persons participating in postsecondary education.

About 2,700 institutions of higher education offer programs leading to academic degrees. About 1,200 of these institutions also offer occupational programs below the baccalaureate level. Although the majority of occupational programs are offered by about 10,000 noncollegiate schools, data are fragmentary on the number of persons completing vocational programs and earning certificates, diplomas, and degrees below the baccalaureate level. Uniform measures of achievement have not been developed for summarizing available information on noncollegiate schools. Therefore, this chapter will focus on the information available on the bachelor's and higher degrees awarded by institutions of higher education.

College and university graduates are an important source of skills necessary to a technically oriented society. In addition, benefits to the graduates themselves are substantial; with the greater degree of choice accompanying noncompulsory education go expanded opportunities for individual pursuit of particular interests. An increasing proportion of the population is receiving college degrees. In the 10 years from 1960 to 1970, the proportion of the population 25 to 29 years old with 4 or more years of college increased from 11.1 percent to 16.4 percent (chart 5.1). By 1974 this percent had climbed to 20.7. The proportions of both Whites and non-Whites in this age group with 4 or more years of college has almost doubled. Percentages have risen from 11.8 to 22.0 for Whites in the 14-year period and from 5.4 to 11.0 for non-Whites.

The numbers of earned academic degrees increased dramatically between 1964-65 and 1974-75. This trend is expected to slow considerably in the period between 1974-75 and 1984-85 (chart 5.2). In 1964-65, 501,000 bachelor's degrees were earned. By 1974-75 the number of earned bachelor's degrees awarded annually had risen to 975,000; by 1984-85 this number is projected to be 1,012,000. The numbers of degrees earned in past years and projected for the future are fewer for advanced degrees, though rates of growth at these levels are substantial. For example, the number of earned doctorates was 16,000 in 1964-65 and is expected to increase steadily to a projected 45,000 in 1984-85, falling just short of a threefold increase.

The distributions of first-professional and doctoral degrees have changed in the 10 years between 1964-65 and 1974-75 (chart 5.3). Degrees received in law showed a proportional increase, rising from 41 percent to 52 percent of all first-professional degrees. Degrees in health professions and in theology declined. Among earned doctoral degrees, there were percentage increases for humanities, social sciences, and education and a decrease for natural sciences.

The participation of minority groups and females in postsecondary education suggests that equal access to all areas of study has not been achieved. Females are reasonably well represented in the awards of bachelor's and master's degrees (chart 5.4). However, they are underrepresented in the receipt of first-professional and doctoral degrees. In 1970-71 only 7 females received first-professional degrees for every 100 males who received them. Projections for 1977-78 show the number increasing to 17 females receiving first-professional degrees for every 100 males. The proportions for doctoral degrees, only slightly closer to parity; females received 17 doctorates for every 100 males in 1970-71 and are expected to receive 28 per 100 in 1977-78. The foreseeable effect of these disparities is a continued restriction of the entry of women into professional fields.

Minorities are also underrepresented in doctoral awards. Of the doctoral degrees granted in 1973, 95 percent were received by Whites. Within racial or ethnic groups, there were variations in concentration in particular fields. Education was the field of specialization chosen most frequently by Blacks, American Indians, and Whites (chart 5.5) The percentages of degrees in education among the doctoral degrees awarded in each of these groups were 59, 31, and 23, respectively. Arts and humanities areas were most popular among Spanish-Americans, accounting for 27 percent of the doctoral degrees earned by this group. Engineering, mathematics, and physics constitute the largest concentration, 42 percent, of doctoral degrees awarded to Orientals.

The percent of the population with 4 or more years of college continues to increase.

Percentage of the Population 25 to 29 Years Old With 4 or More Years of College, by Race: 1960-1974

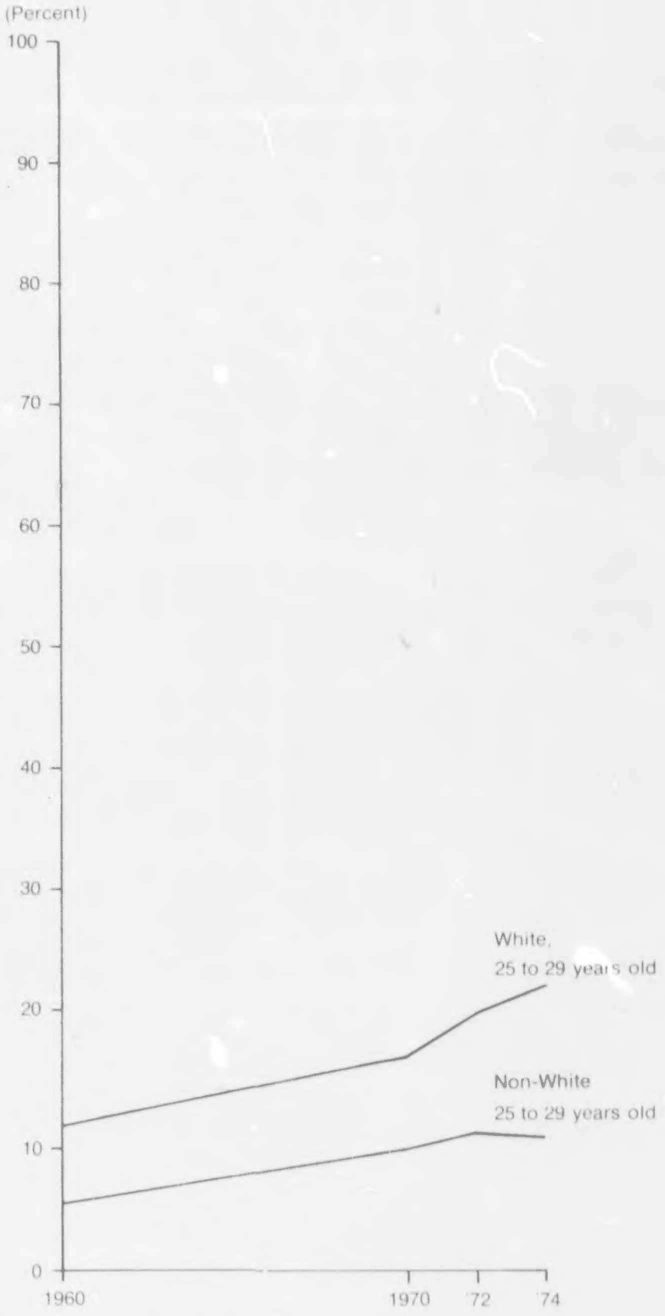


Chart 5.1 – Table 1

Almost twice as many persons are expected to earn degrees at every level (bachelor's, master's, and doctor's) in 1974-75 as in 1964-65.

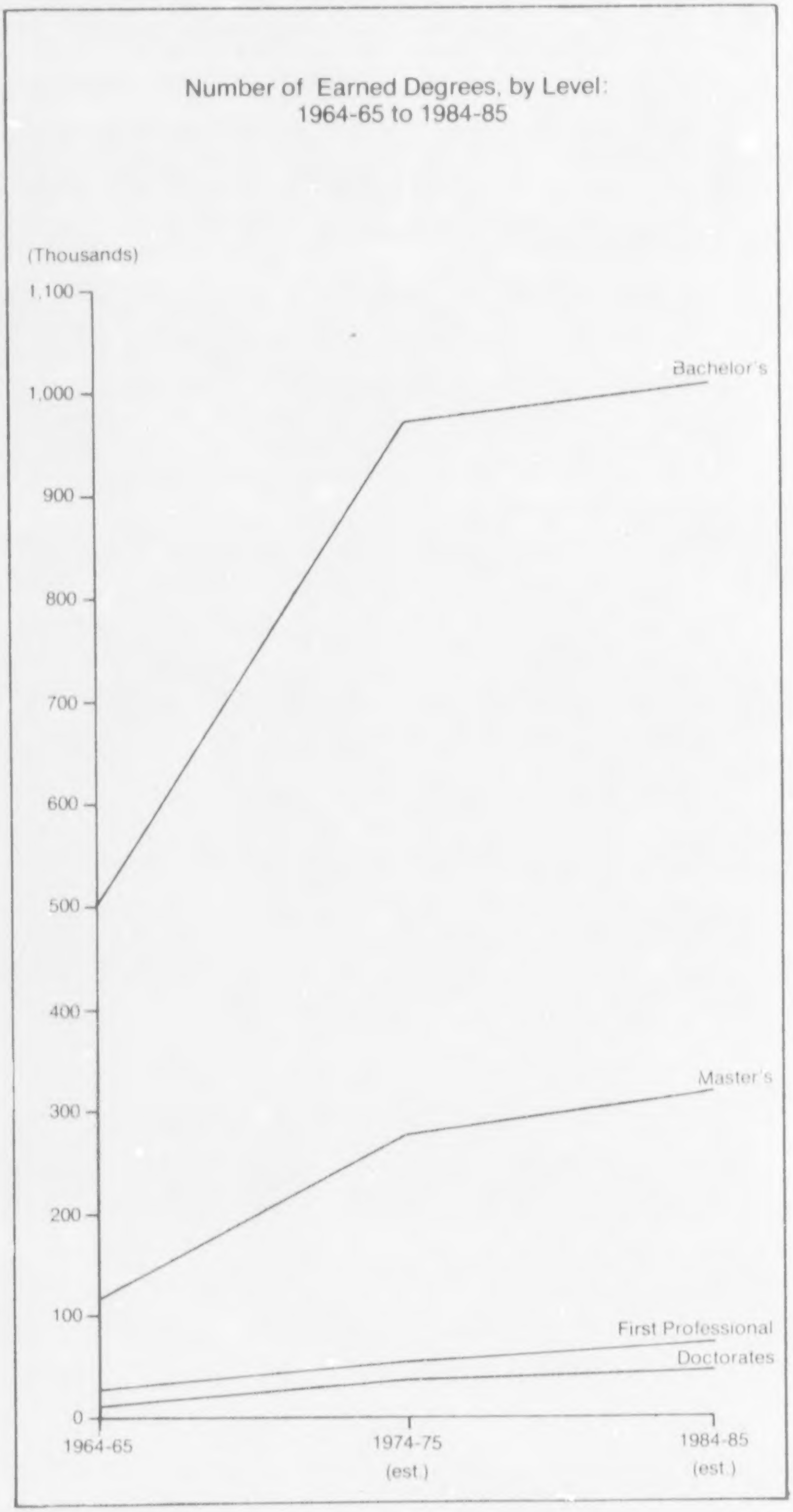
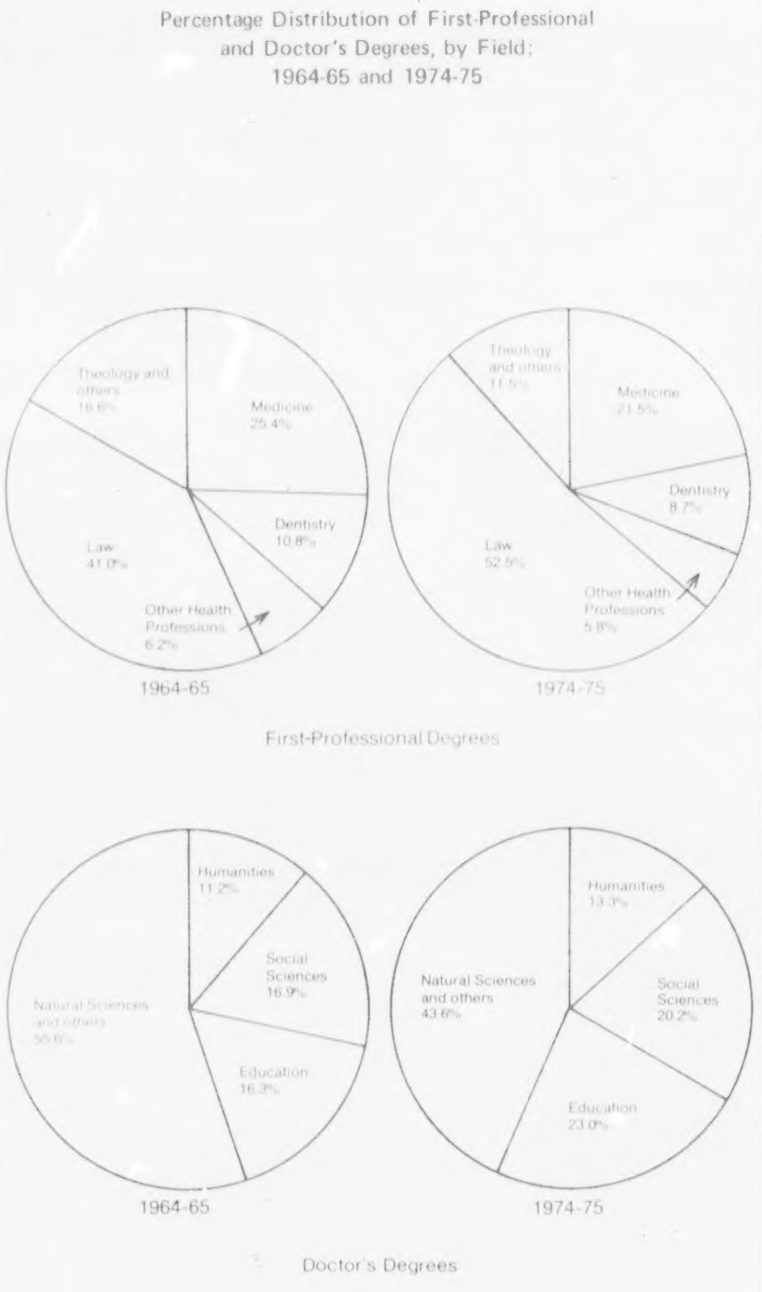


Chart 5.2 – Table 55

The proportion of professional degrees in health decreased in 10 years, while those in law increased.



Percentage Distribution of First-Professional and Doctor's Degrees, by Field; 1964-65 and 1974-75

Chart 5.3 — Table 55

The proportions of women earning degrees in comparison with men have increased at the bachelor's and master's degree levels but lag far behind males in earned doctoral and first-professional degrees.

Number of Degrees Received by Females per 100 Males, by Type of Degree: 1970-71 to 1977-78

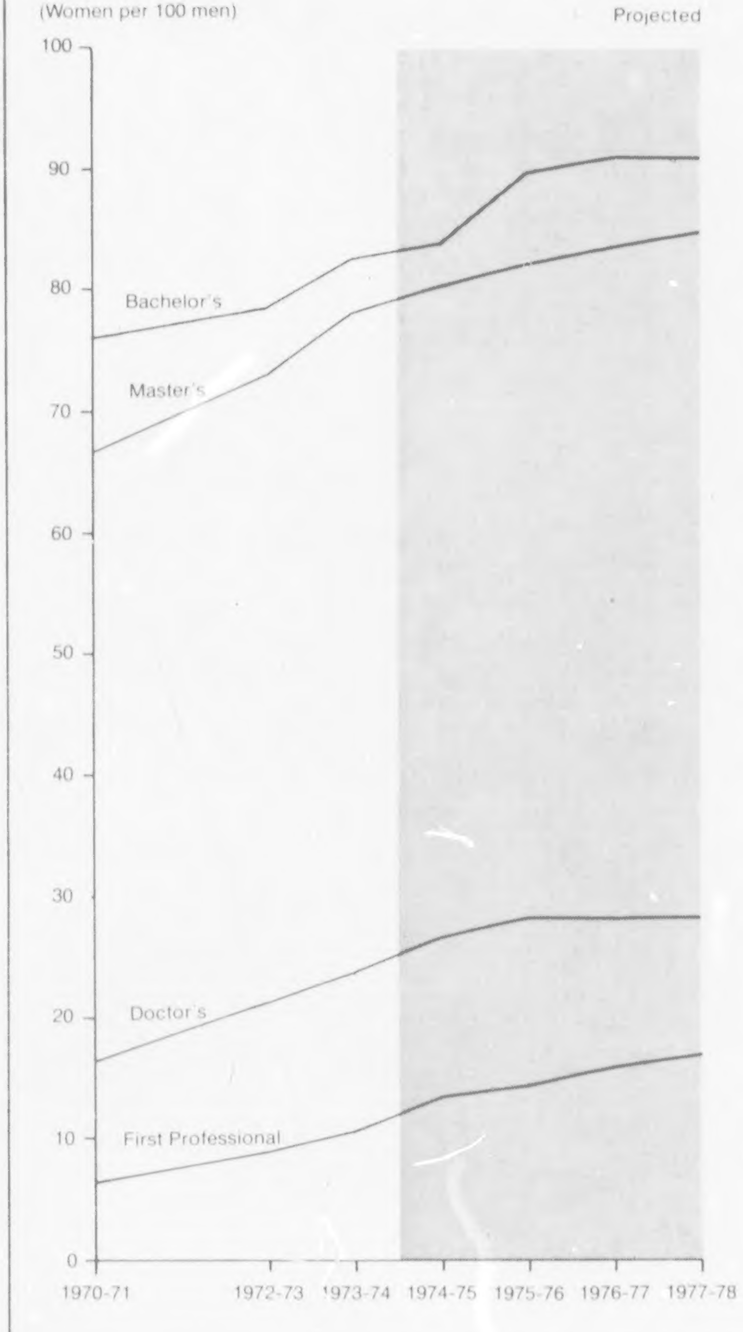
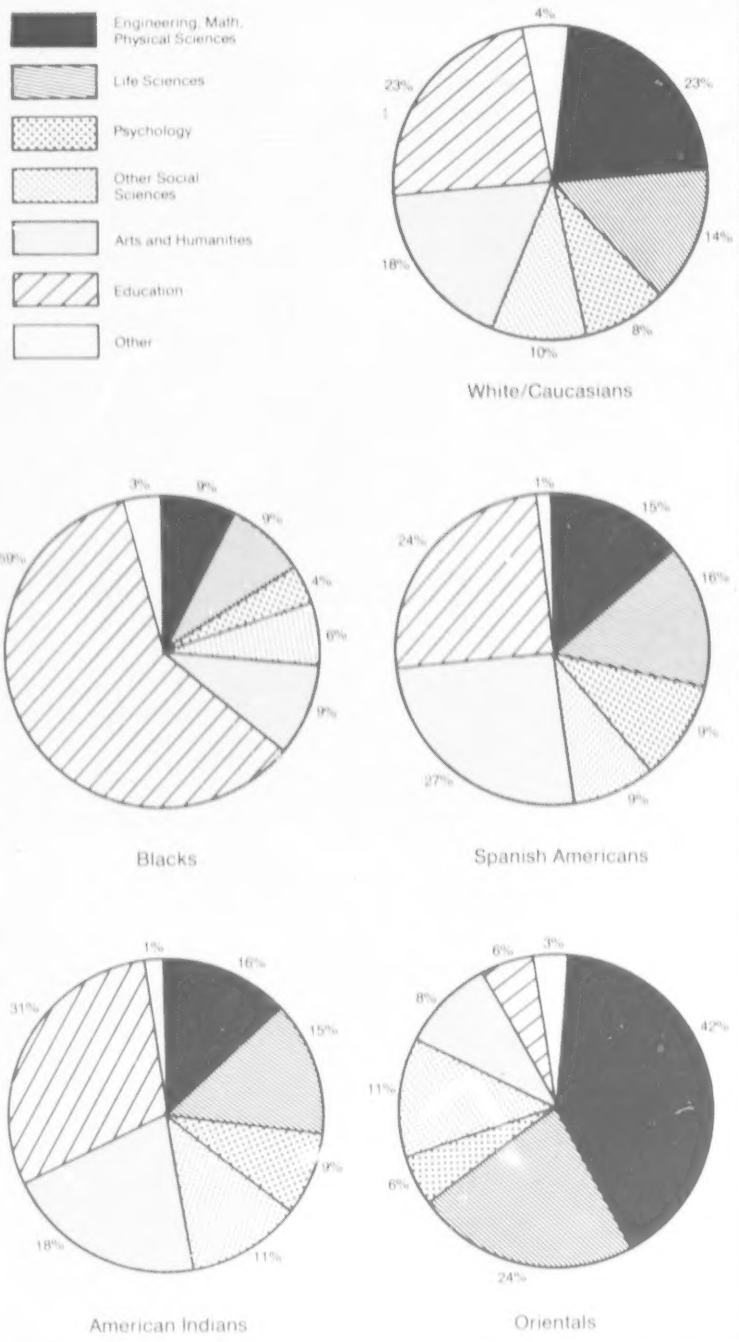


Chart 5.4 – Table 56

The choice of academic fields among persons earning doctor's degrees varies considerably by racial or ethnic background.



Percentage Distribution of Recipients of Doctor's Degrees, by Field and by Race and Ethnic Background: 1973

Chart 5.5 — Table 57

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6

Financing Postsecondary Education

The period of rapid increases in expenditures and enrollments in postsecondary education which occurred in the 1960's, particularly in colleges and universities, has been followed by a period of more moderate, though steady and continuing, increases. During the years between 1962 and 1970, total expenditures by institutions of higher education increased 14.3 percent annually. Between 1971 and 1975, the increases in expenditures for these institutions are estimated to average about 10 percent annually (chart 6.1). Not only the amounts but also the sources of these funds are important in examining the financing of postsecondary education. Though governmental sources play a major role in the support of many postsecondary institutions, the participation of other agencies and individuals (including students) is also important. Costs are borne by many groups: the Federal taxpayers, the State taxpayers, philanthropists, and students (or their parents).

The growth in higher education has occurred primarily in public institutions. The changes in expenditure levels for public and private institutions reflect their differential rates of growth. In 1963-64, expenditures of public institutions were estimated to be $6.4 billion (57 percent of the expenditures for all institutions of higher education), compared with $4.9 billion (43 percent) for private institutions. Within 10 years, by 1973-74, public institutions were spending $23.4 billion (66 percent of expenditures for all institutions of higher education), private institutions, $12.0 billion (34 percent of the total) (chart 6.2). The percentage shares of expenditures of institutions of higher education between 1971-72 and 1974-75 levelled off from the previous decade.

Per-student education expenditures (excluding outlays for research, etc.) in constant (1973-74) dollars for public institutions went from $2,290 per full-time student for one academic year in 1971-72 to $2,547 per student in 1974-75, up by 11.2 percent (chart 6.3). In private institutions for the same span of years, the percentage rise was approximately the same, 11.9 percent. Because the per-student expenditures in private institutions averaged higher than in public institutions, the absolute increase was greater. The per-student amounts for private institutions were estimated in constant dollars at $3,175 in 1971-72 and $3,553 in 1974-75. Data on the financial burden on institutions of higher education which these rising costs impose are not yet available.

Students in public institutions have been required to assume about equal percentage increases of the cost rises in higher education as have students in private institutions. Whereas tuition and required fees in private universities went up by an estimated 30.4 percent between 1971-72 and 1974-75 (from $2,133 to $2,781 in current dollars), tuition and required fees in public universities rose by about 31.4 percent (from $526 to $691). The total outlay (fees, board, and room) required of a student in a private university amounted to an estimated $4,328 in 1974-75; the corresponding figure for public universities was estimated at $2,115 (chart 6.4).

These cost rises in institutions of higher education limit the equitable distribution of educational opportunities. Excessive advances in costs serve to price education out of the reach of students with limited resources whether those resources are limited by the economic status of their family or by a desire for independence.

Participation in postsecondary education is frequently dependent upon parents' or students' ability to pay tuition. Hence the availability of funds to assist students who are unable to meet educational expenses is important for ensuring equal access. The Federal Government has been a principal source of direct financial support to students through various programs of loans and grants. Student aid represents a substantial share of Federal aid to postsecondary education.

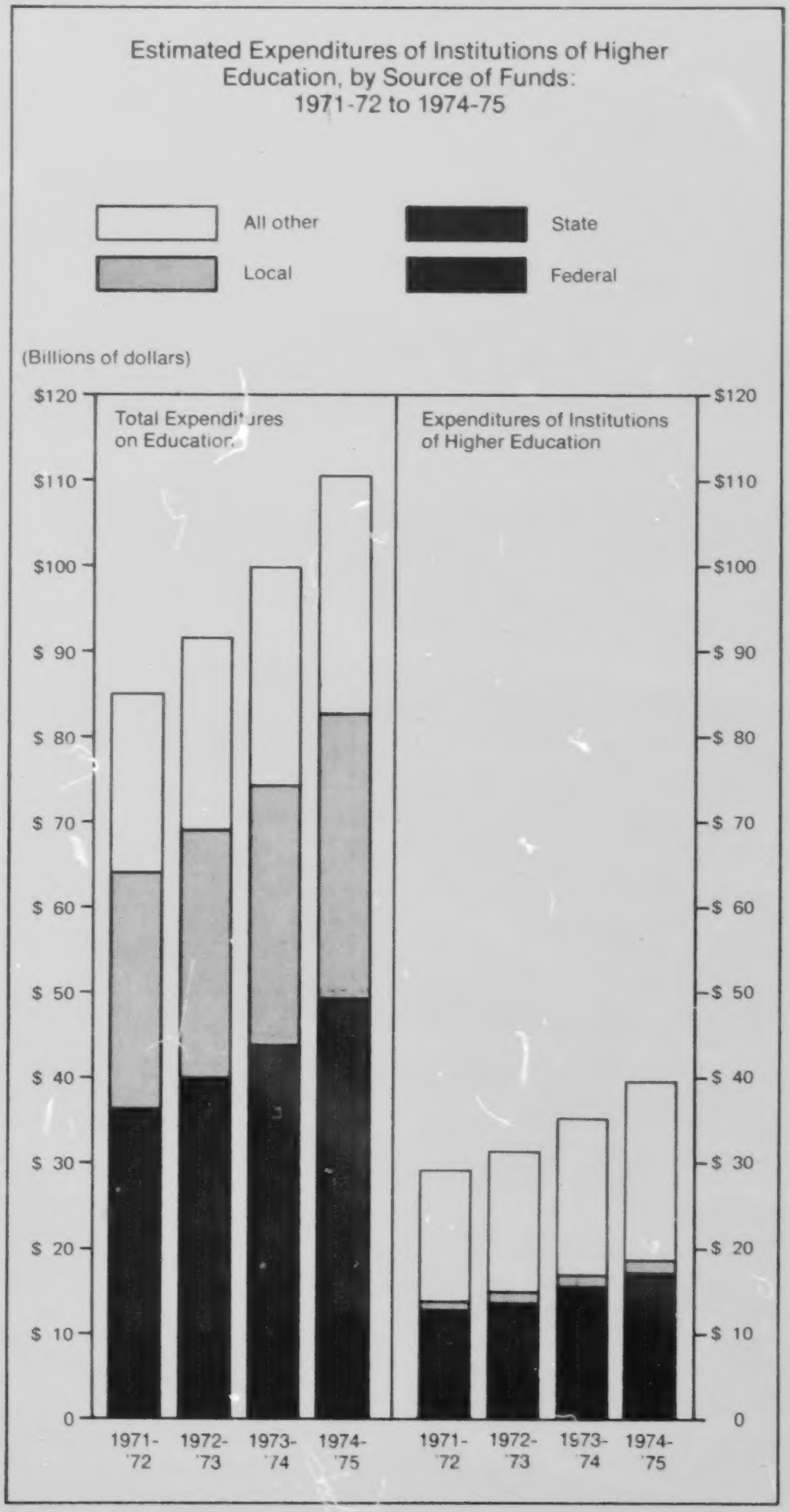
The extent to which those Federal student aid programs that are designed to equalize access to higher education serve this purpose is difficult to assess empirically with the evidence currently available. While many programs are intended primarily to serve students from low-income households, students from above-average economic circumstances also benefit to some extent from Federal student aid. Recent data analyzed as part of the National Longitudinal Study of Educational Effects provide information on patterns of financial support in postsecondary institutions for students who were in the high school class of 1972. As one might expect, the proportions of students receiving either Federal or non-Federal aid decreased as levels of family income increased. For example, 48.2 percent of the students from families with incomes of $3,000 to $5,999 received Federal aid, while 10.3 percent of the students from families with incomes in excess of $18,000 received some type of Federal aid (chart 6.5). Federal aid was predominantly directed to students from families with incomes below $9,000.

The receipt of Federal aid varied slightly by type of institution attended as well as by family income level. Over two-thirds of the students from families with incomes of $3,000 or less entering 4-year institutions received some Federal financial aid (chart 6.6). Percentages of students in the same income group receiving Federal aid were 42.0 for those in 2-year institutions and 38.6 in vocational-technical schools. Federal aid more often took the form of loans than cash payments.

Salaries and wages of personnel constitute the largest single category of expenditures for institutions of higher education, accounting for about one-third of total expenditures. In 1972-73, the average faculty salary across all types of institutions and faculty ranks was $13,949 (chart 6.8). Salaries vary with faculty rank, type of institution, and sex. Male full professors earn average salaries of $20,991 at universities and $17,006 at 2-year institutions. Average salaries for male instructors are $10,026 at universities and $12,506 at 2-year institutions. Salary differentials clearly exist for male and female faculty members, as well as for public and private school faculty (table 63).

The nature of research and development activities in colleges and universities is changing, as reflected by the distribution of expenditures. Basic research as a proportion of total research declined from 77 percent in 1970 to 70 percent in 1973 (chart 6.9). Applied research exhibited a rise in proportion from 18 percent to 24 percent. The total amounts spent on research at universities and colleges in current dollars were $2.33 billion in 1970 and $2.93 billion in 1973. The share of Federal funds in these expenditures remained almost constant, at 71 percent in 1970 and 70 percent in 1973.

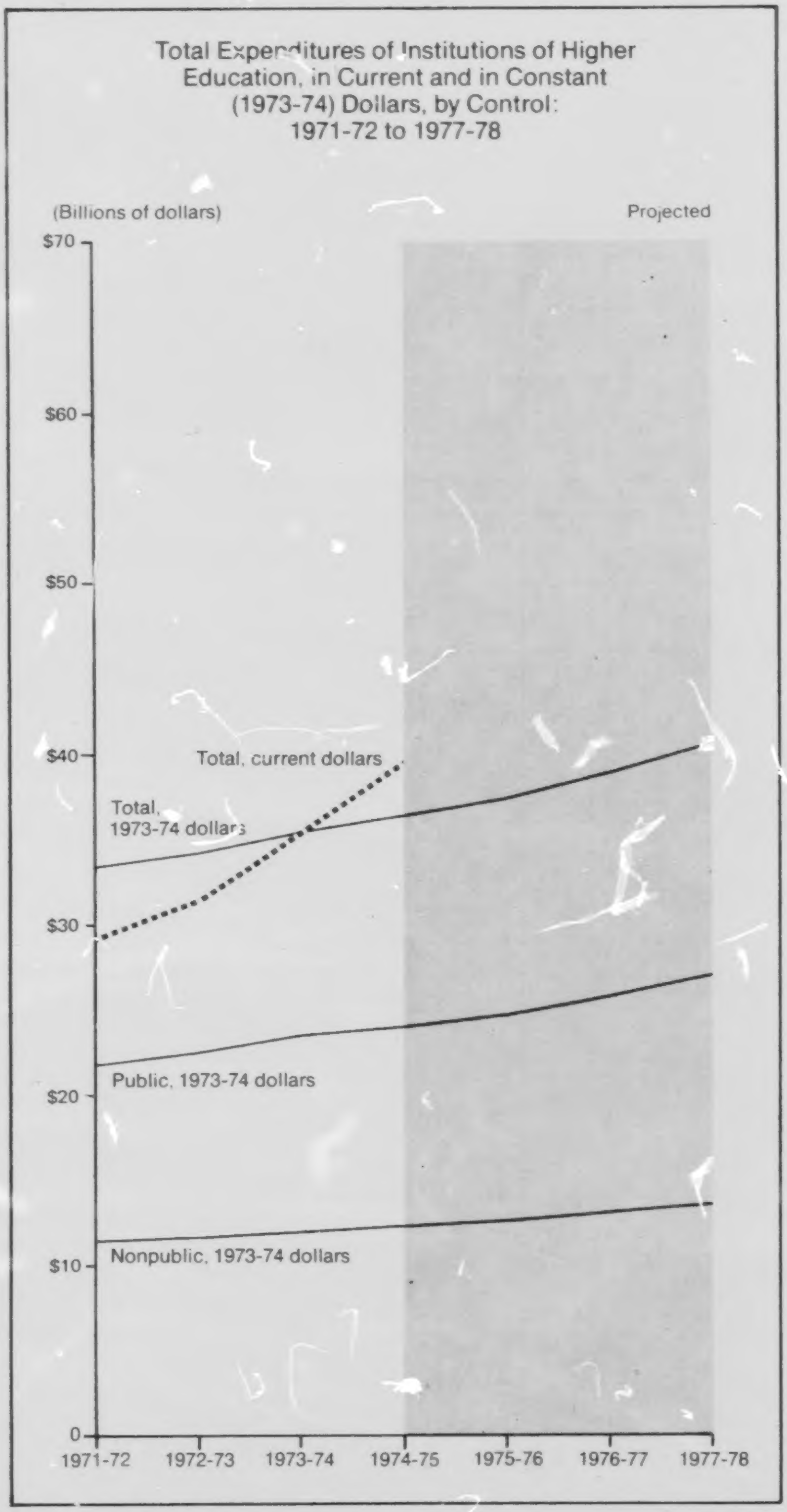
Over the past decade, the proportion of Federal support for higher education has steadily declined, while that of State and local governments has increased.



Estimated Expenditures of Institutions of Higher Education, by Source of Funds: 1971-72 to 1974-75

Chart 6.1 – Table 9

The expenditures of institutions of higher education are rising, with the trend expected to continue.



Total Expenditures of Institutions of Higher Education, in Current and in Constant (1973-74) Dollars, by Control: 1971-72 to 1977-78

Chart 6.2 – Table 58

Education expenditures for students attending both private and public institutions of higher education are rapidly increasing.

Education Expenditures of Institutions of Higher Education Per Full-Time Student, by Control (Constant 1973-74 Dollars): 1971-72 to 1977-78

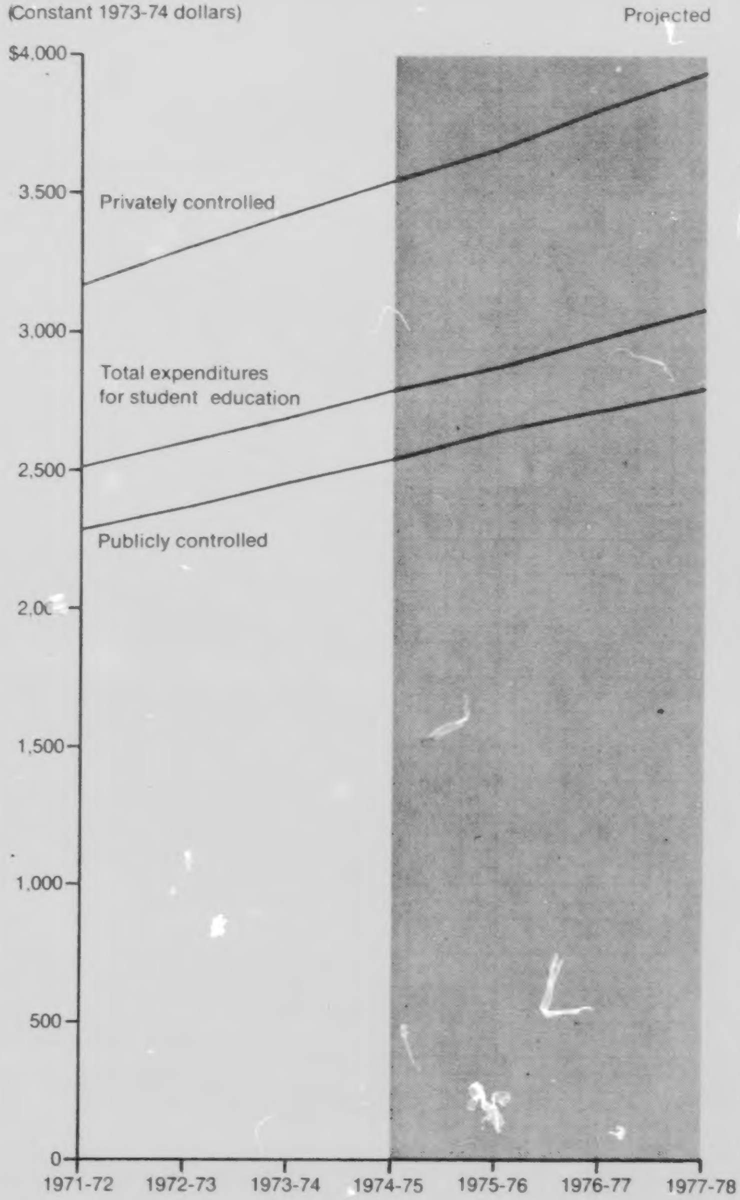


Chart 6.3 — Table 59

Between 1971 and 1975, the gap in costs to students in public and private institutions will continue to widen.

Estimated Average Charge (Current Dollars) per Full-Time Undergraduate Resident Degree-Credit Student in Institutions of Higher Education, by Institutional Type and Control: 1971-72 to 1974-75

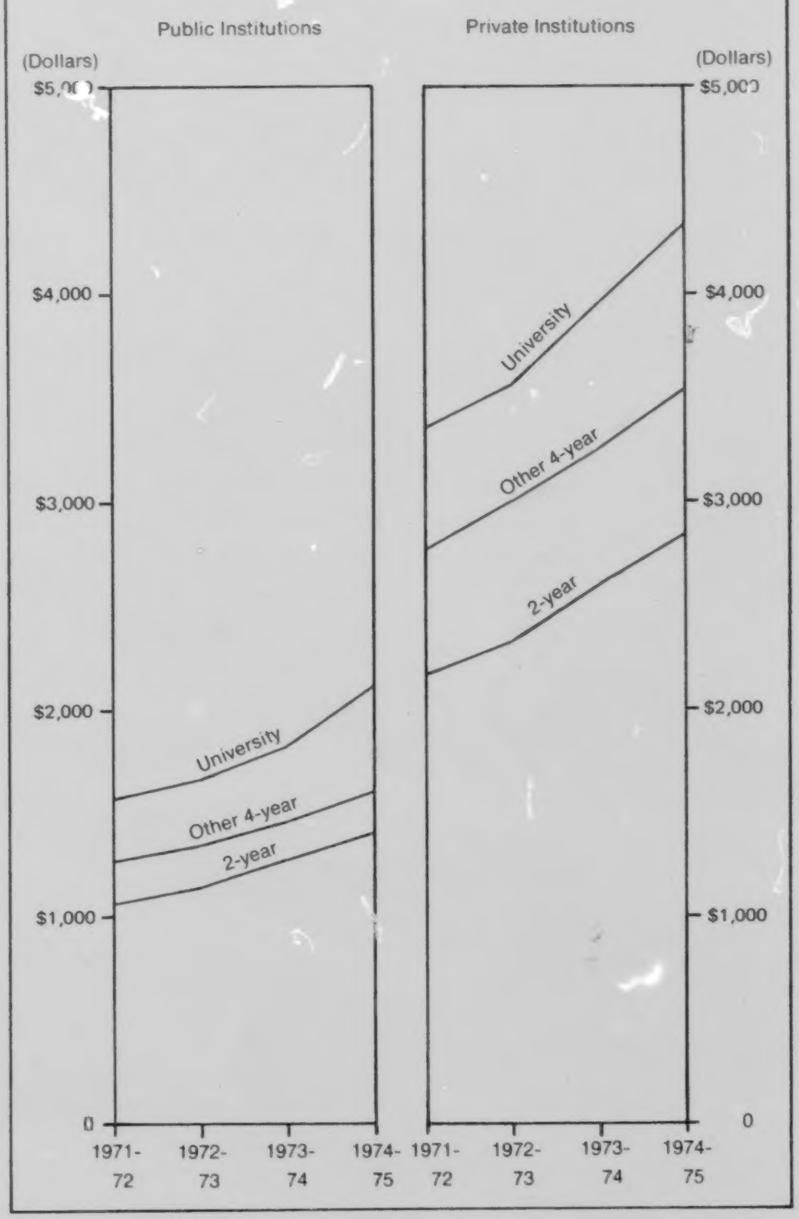
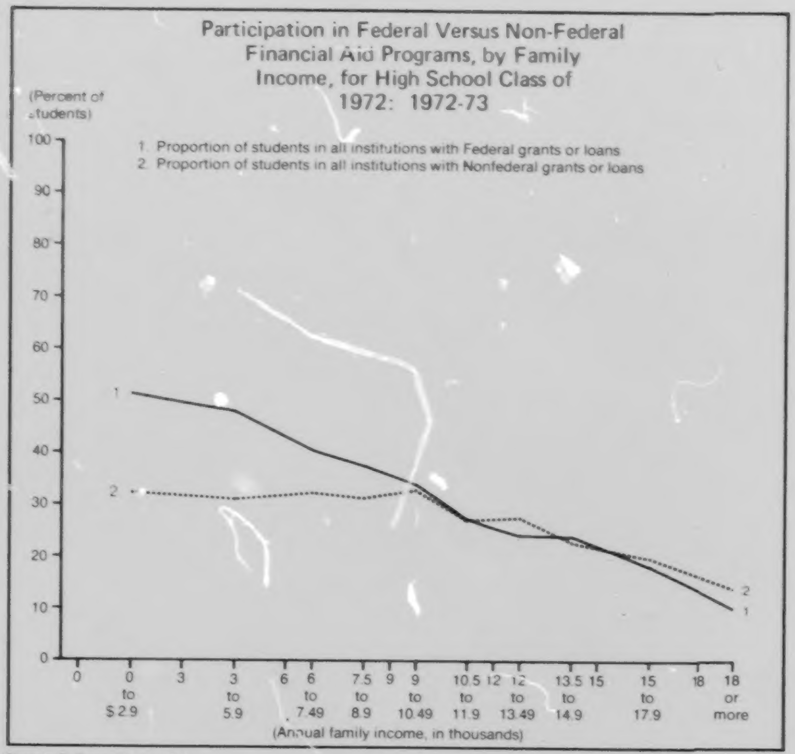


Chart 6.4 — Table 60

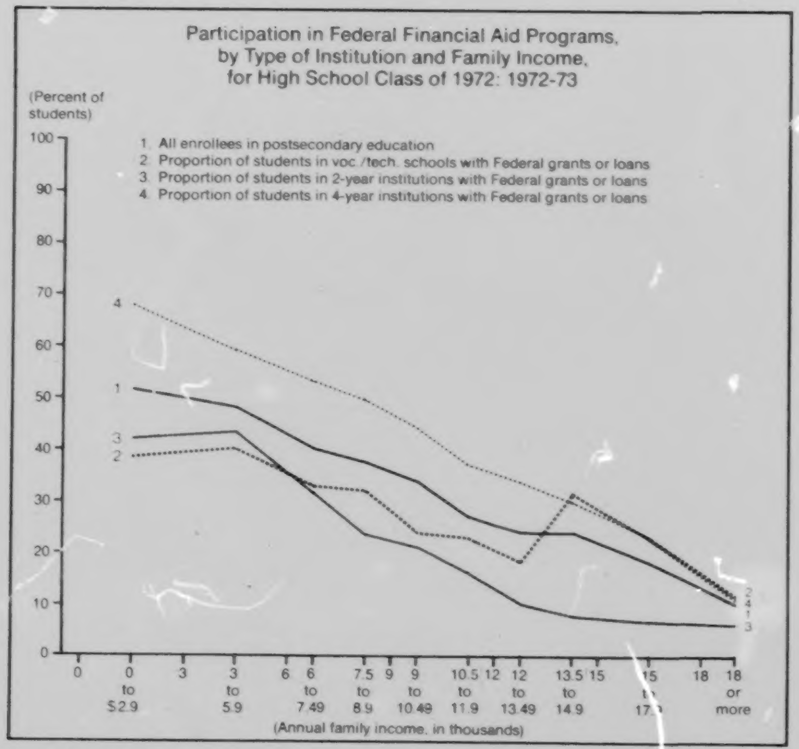
The participation in Federal and non-Federal financial aid programs decreases with increasing family income.



Participation in Federal Versus Non-Federal Financial Aid Programs, by Family Income, for High School Class of 1972: 1972-73

Chart 6.5 — Table 61

Over two-thirds of the students from low-income groups who entered 4-year institutions received some type of Federal aid.



Participation in Federal Financial Aid Programs, by Type of Institution and Family Income, for High School Class of 1972: 1972-73

Chart 6.6 — Table 61

Federal support for graduate training during 1973 was more abundant in the physical sciences than in most other fields, including mathematics.

Percentage Distribution by Field of Science of Major Source of Support for First-Year and all Full-Time Graduate Students: 1973

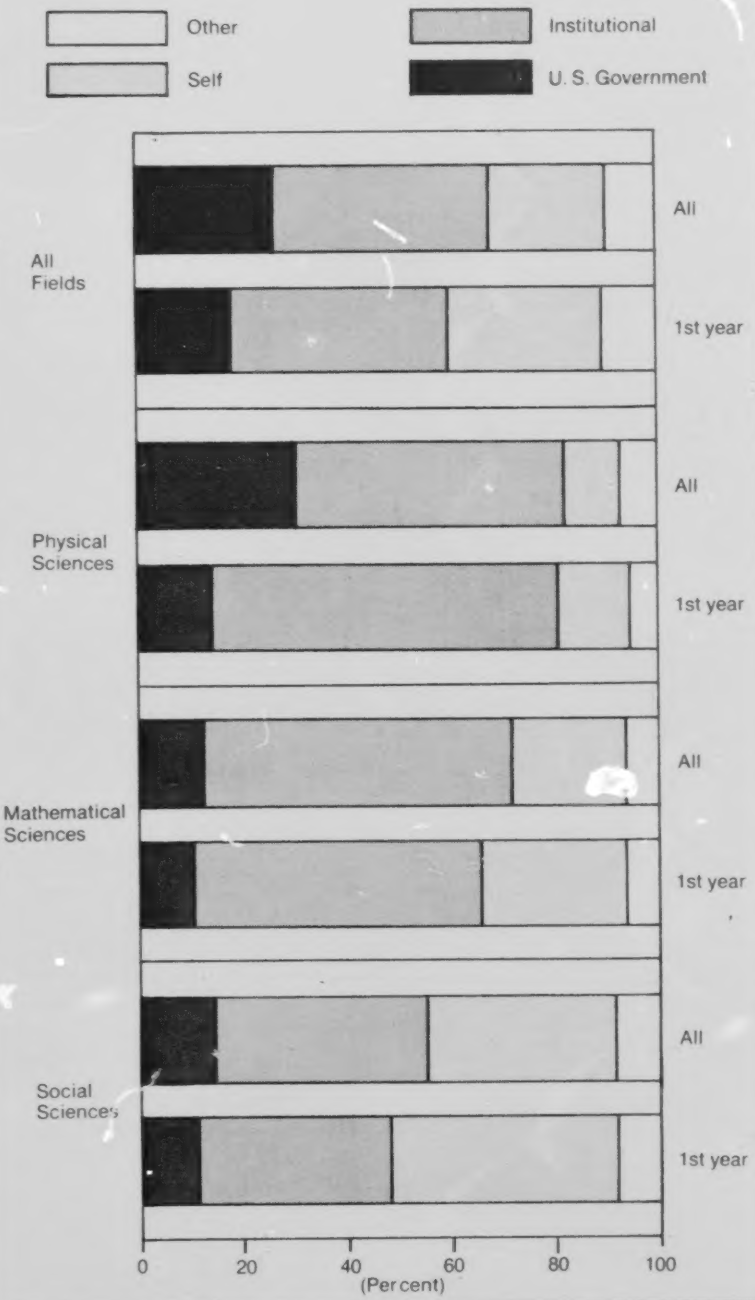


Chart 6.7 – Table 62

Average salaries of faculty vary with rank and sex.

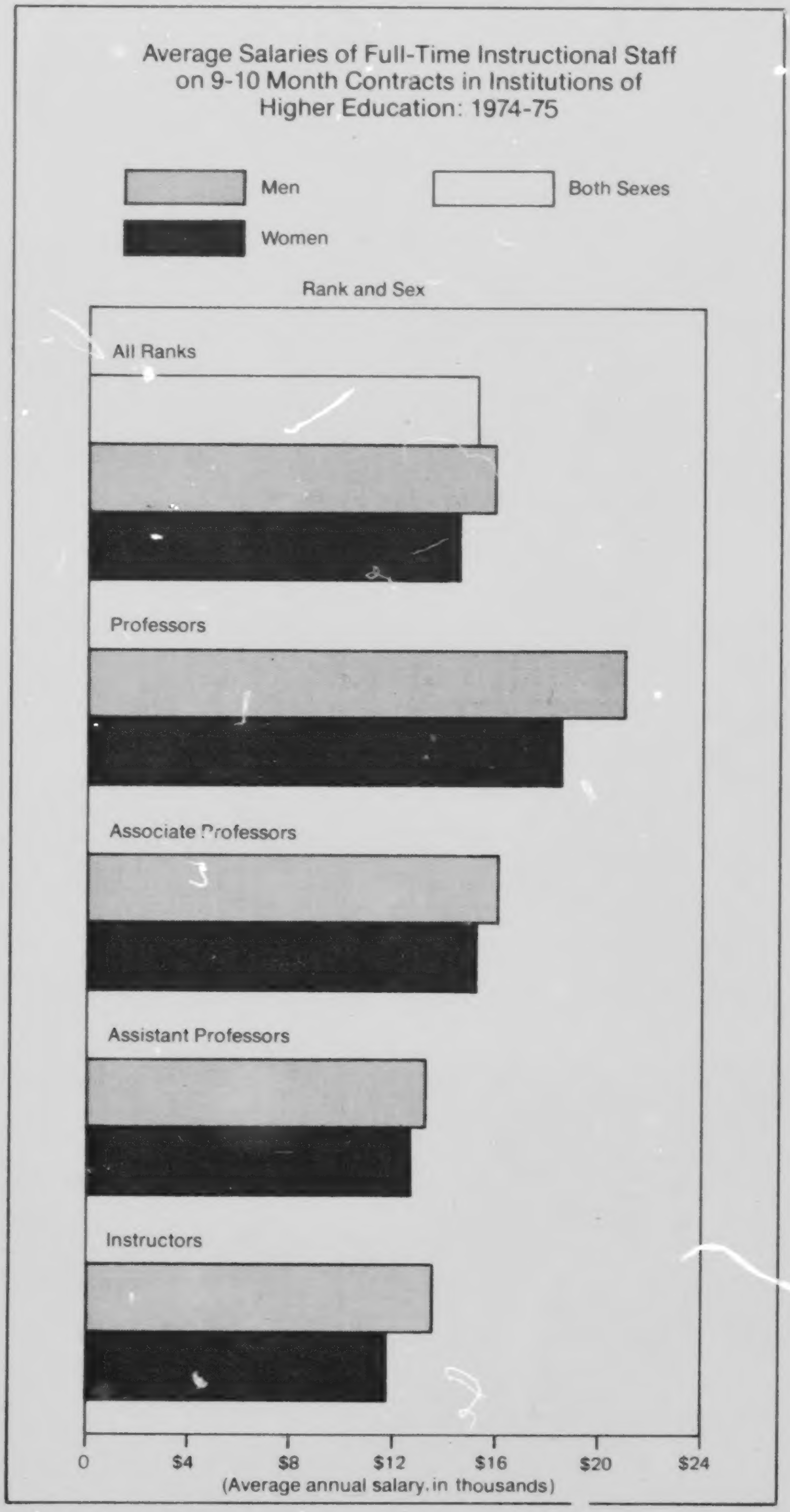
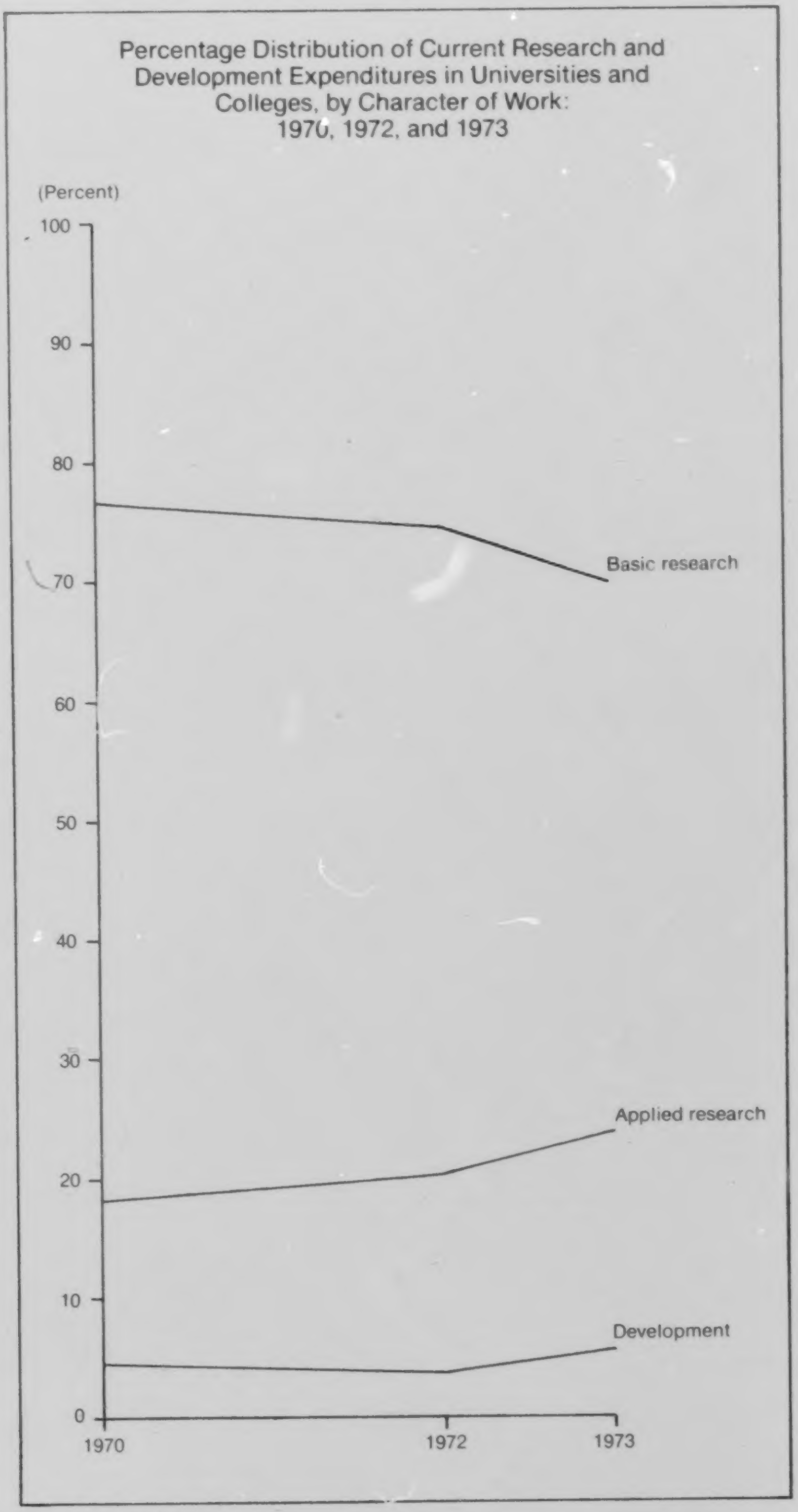


Chart 6.8 — Table 63

Universities are conducting proportionately more applied and less basic research than they have in the past.



Percentage Distribution of Current Research and Development Expenditures in Universities and Colleges, by Character of Work: 1970, 1972, and 1973

Chart 6.9 – Table 65

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7

The Postsecondary Education Enterprise

Postsecondary education is provided by 2,700 institutions of higher education and 10,000 noncollegiate occupational schools to 12 million students of post-high school age. In addition, several million adults are served by less formal programs offered, with or without Federal support, under the aegis of State or local education agencies in elementary and secondary schools. Other adults are served by programs sponsored or coordinated by the Department of Defense and a host of other governmental and nongovernmental organizations, including industry and business, labor unions, chambers of commerce, and churches. Many different subjects are covered by these programs, including recreation, personal enrichment, preparation for high school equivalence examinations, and manpower training.

Because of a paucity of recent and comprehensive national statistics on such programs, this chapter will cover only programs offered in postsecondary schools; i.e., institutions of higher education and occupational schools. Three aspects of participation in postsecondary education are discussed: participation of students as reflected by enrollments and the characteristics of students enrolled, participation of faculty by rank and sex, and participation of foreigners as students and faculty.

Enrollments and Participation in Postsecondary Education

Total enrollment in institutions of higher education is projected to rise from 9.6 million students in 1973 to an estimated 10.4 million in 1977 (chart 7.1). By far the largest proportion of this enrollment consists of students enrolled in programs creditable toward a bachelor's or higher degree. Degree-credit enrollment accounted for 8.5 million of the students in 1973 and will account for an estimated 9.0 million in 1977. Enrollment for credit not leading to a degree (non-degree credit) will increase from 1.1 million students in 1973 to an estimated 1.4 million in 1977.

The last decade witnessed a dramatic shift in the distribution of enrollment as a result of differential growth rates of institutions. The growth in public institutions was 5 times that of the growth in private institutions of higher education. Public institutions provided instruction for a total of 3.1 million students in 1963, compared with 7.4 million in 1973, an increase of about 140 percent. Private institutions enrolled 1.7 million in 1963, compared with about 2.2 million in 1973, an increase of about 28 percent.

Changes in enrollment were particularly dramatic for public junior and community colleges. In 1953, public 2-year institutions enrolled far fewer students than any other type of public institution, only 0.3 million, compared with 0.6 million in public universities and 0.4 million in other public 4-year institutions (chart 7.2). By 1973, public 2-year institutions enrolled over 2.9 million students, compared with about 2.4 million in public universities and about 2.3 million in other public 4-year institutions.

Because enrollment in postsecondary education is not compulsory, as is enrollment in elementary and secondary education, it is appropriate in describing the condition of postsecondary education to examine the characteristics of those who do participate. Participation in postsecondary education is dependent upon access or entrance into institutions providing education. Access is a necessary prerequisite to receiving the benefits which may be secured through postsecondary schools, whether they be the enjoyment of a particular course of study or the satisfaction and economic and occupational rewards which may be provided by a certificate or a degree. Therefore, factors which affect individuals' ability to gain entrance into, and remain in, postsecondary education should be examined. This section reviews available evidence on the influence of ability, age, income, race, and sex on entrance and persistence.

Ability is a factor obviously related to access to higher education, especially for 4-year institutions. Most institutions typically admit only those students who meet specific standards of eligibility, with academic proficiency being the most common standard. The National Longitudinal Study of Educational Effects is examining the relationship between academic ability (measured by cognitive tests taken while students in high school) and entrance into types of postsecondary institutions. Among students in the high school graduating class of 1972, 80 percent of the high-ability students continued their formal education, compared with 54 percent of the middle-ability students and 31 percent of the low-ability students (chart 7.3). Sixty percent of the high-ability students, compared with only 25 percent of middle-ability and 9 percent of low-ability students, enrolled in 4-year institutions.

Once enrolled as full-time students in postsecondary institutions, high school seniors in the class of 1972 had a strong chance of completing the first and entering the second full year of study (chart 7.5). A large proportion, 72 percent of first-year students, started a second year. However, low-ability students were about three times more likely to discontinue their studies than were high-ability students. While 14 percent of the high-ability students enrolled in first-year studies were not enrolled in the second year, 28 percent of middle-ability and 41 percent of low-ability students did not continue studies.

Enrollment profiles reveal different patterns of attendance for different age groups. Of the students 16 to 21 years of age in 1973, 68.8 percent reported enrollment in 4-year institutions; 20.1 percent, in 2-year institutions; and over 10.1 percent, in vocational schools (chart 7.7). As the age of students increased, the proportion of students enrolled in 4-year institutions dropped and the proportion enrolled in vocational schools increased. For students 35 and over, the proportions reported were 40 percent in 4-year institutions, 23.9 percent in 2-year institutions, and 29.7 percent in vocational schools. Enrollment level was not reported by 1.0 percent of the students 16 to 21 years of age or by 6.4 percent of the students 35 and over.

It is questionable whether these patterns will remain in effect, since the age profiles of college students reveal that many persons are postponing their enrollment in higher education. Students between the ages of 21 and 34 comprised a larger proportion of the student population in 1973 than they did in 1970 (36.5). The proportion of the 18- to 21-year-old group declined in the same period, from 60.1 percent to 56.2 percent. Proportionate increases did vary for older male and female students (chart 7.6). While numeric increases in enrollments among older students are very similar for men and women, the percentage increase since 1972 has been much greater for females than for males.

In contrast to differences in enrollment patterns among ability and age subgroups, sex and race appear to have only a limited effect upon entrance into postsecondary education. Generally, the female 1972 high school graduates entered postsecondary education at almost the same ratio as males: 56 percent and 57 percent, respectively. The enrollment rates in 4-year institutions were consistently very close for the sexes, regardless of family income (chart 7.4). However, females appeared slightly more likely than males to attend vocational-technical schools, particularly at family income levels below $13,500. In the middle income groups with annual family incomes between $10,500 and $13,500 female high school graduates were somewhat more likely than males to attend 2-year institutions. For racial subgroups, Black high school graduates entered postsecondary educational institutions at rates fairly close to those of Whites (chart 7.8). At the lower income levels, Blacks appeared somewhat more likely than Whites to enter 4-year colleges or vocational schools.

Family income is clearly related to entrance into 4-year institutions. The proportion of 1972 high school graduates included in the 1972 Longitudinal Study who entered 4-year colleges in the fall of 1972 increased sharply with family income. High school graduates from families with incomes of $18,000 or more were three times as likely to enroll in a 4-year institution as were those from families with annual income of less than $3,000 (chart 7.9). By contrast, enrollment in 2-year institutions or vocational-technical schools varied only slightly with family income. The proportion of individuals from each income level enrolled in postsecondary institutions in October 1972 decreased only slightly 1 year later (October 1973) indicating that once students entered a program of study, they were likely to continue into a second year.

The strong relationships between family income and participation in postsecondary education by the high school graduates of 1972 was corroborated by cross-sectional data collected by the Bureau of the Census in the entire college age group. Among the 18- to 24-year-old population defined as economically dependent family members by the Bureau of the Census, the proportion enrolled in institutions of higher education varied directly with family income. Only 13 percent of those from families earning less than $3,000 per year were enrolled, compared with 52 percent of those from families earning of $14,000 per year (chart 7.10). Most of this discrepancy arises from differential enrollment in 4-year institutions, where enrollments of the 18- to 24-year-olds vary from 8 percent for families earning under $3,000 to 39 percent for families with incomes above $14,000. The contrast is less marked in 2-year institutions, where enrollments went from 3 percent for those in the lowest income group to 9 percent for those in the highest income group. Among students enrolled, the distribution between 4-year and 2-year institutions varied little accross income levels (chart 7.11).

Adult education primarily serves young adults, with participation rates highest among those 25 to 34 years of age (chart 7.12). One-third of all enrollees in adult education are from this group. Since adult education is more heavily utilized by those with higher levels of education, it may be inferred that an increasingly educated population will take more advantage of opportunities for adult education in future years. Participation rates in adult education may increase also as institutions facing smaller student enrollments adapt their programs to meet the interests of citizens at all educational levels.

Typically, occupational education and training are offered in vocational/technical schools. However, increasing opportunities for occupational education below the baccalaureate level are being offered by institutions of higher education. About four out of five 2-year institutions and one out of four 4-year institutions offer such occupational programs. The overwhelming majority of institutions of higher education offering educational curricula are under public control, while only a relatively small proportion of private institutions offer such programs. The reverse holds true for vocational/technical schools. More than 9 out of every 10 of these schools are under private control; in most instances these are operated as profitmaking organizations.

Considerable variation in eligibility for Federally Insured Student Loans or Veterans' Administration benefits exists for students in the different types of schools offering occupational programs below the baccalaureate level. Almost all institutions of higher educational offering such programs and about 80 percent of technical institutes and hospital schools were qualified to offer students FISL or VA benefits, compared with less than 60 percent of trade, business/commercial, and cosmetology schools (chart 7.13).

Institutional Size and Faculty Characteristics

Most students engaged in postsecondary education are attending large schools. Although small schools (those with 999 or fewer students) comprised 44 percent of all the Nation's institutions of higher education in 1972, they enrolled only 6 percent of the student population. Medium-sized schools (those with 1,000 to 5,000 students) represented 38 percent of the institutions of higher education but enrolled only 26 percent of the students. Large schools (with more than 5,000 students), which made up the remaining 18 percent of institutions, enrolled 70 percent of the students.

The distribution of higher degrees among faculty members shows fundamentally different staffing patterns for different types of institutions. In 1972-73, 44.5 percent of university faculty held Ph.D.'s or other doctorates, while 37.0 percent at 4-year colleges and only 6.9 percent at 2-year colleges held them (chart 7.15). The master's degree was the highest level degree for the largest proportion of faculty. In 4-year schools, 47.0 percent reported the master's as their highest degree; in 2-year schools, 73.5 percent.

The historic discrepancies between the sexes in earned advanced degrees are manifest in major differences in numbers of male and female faculty members in postsecondary institutions. Students receive instruction in higher education from faculties that, nationwide, are 76 percent male. At senior faculty levels the percentages are more extreme; nearly 90 percent of full professors are male (chart 7.14). The greatest discrepancy in rank by sex occurs in universities, where 1 of 3 male faculty, but only 1 of 10 female faculty, are full professors. One-fourth of the female faculty members in universities are instructors, compared with only 6.3 percent of the males. It is clear that higher education is a long way from equalizing sex differences among faculty. The number of years required to properly prepare persons for higher degrees clearly slows this progress.

Foreign Students and Scholars

Even though foreign students make up less than 2 percent of the total enrollment in American institutions of higher education, their numbers have been rising markedly in recent years. The sharpest increase occurred in the number of students from underdeveloped regions. Between 1967-68 and 1973-74, Africa led the growth with an increase of 87.5 percent, followed by the Near and Middle East, which increased 77.7 percent. The number of students from Europe, including the U.S.S.R., remained about the same, while the number from North American countries (predominantly Canada) decreased by 27.4 percent (chart 7.16).

The largest proportion of foreign graduate students (in 1973-74), about one-fourth, studied engineering, followed by just over one-fifth in physical and life sciences, and about one-sixth in the social sciences (chart 7.17). Among undergraduate students, engineering held the same position, followed by humanities with more than one-fifth, and business administration, with slightly fewer. In contrast, the humanities (including languages and literature) ranked highest as the field of study of U.S. students abroad (44 percent).

The distribution in 1973-74 of foreign scholars (academic staff) in institutions of higher education in the United States by region of origin differs greatly from the distribution of foreign students. Europe, including the U.S.S.R., with 43.1 percent, and the Far East, with 28.7 percent, accounted for just under three-fourths of all foreign scholars in the United States (chart 7.18). All other regions contributed relatively few scholars. The 10,084 foreign scholars came from 115 different countries. These foreign scholars may be compared with 6,522 United States faculty members abroad in 119 countries.

Enrollments in 2-year institutions are growing faster than in 4-year institutions, although the largest proportion of study in institutions of higher education still occurs in 4-year schools.

Enrollment in Institutions of Higher Education, by Degree Credit Status and Type: 1973 to 1977

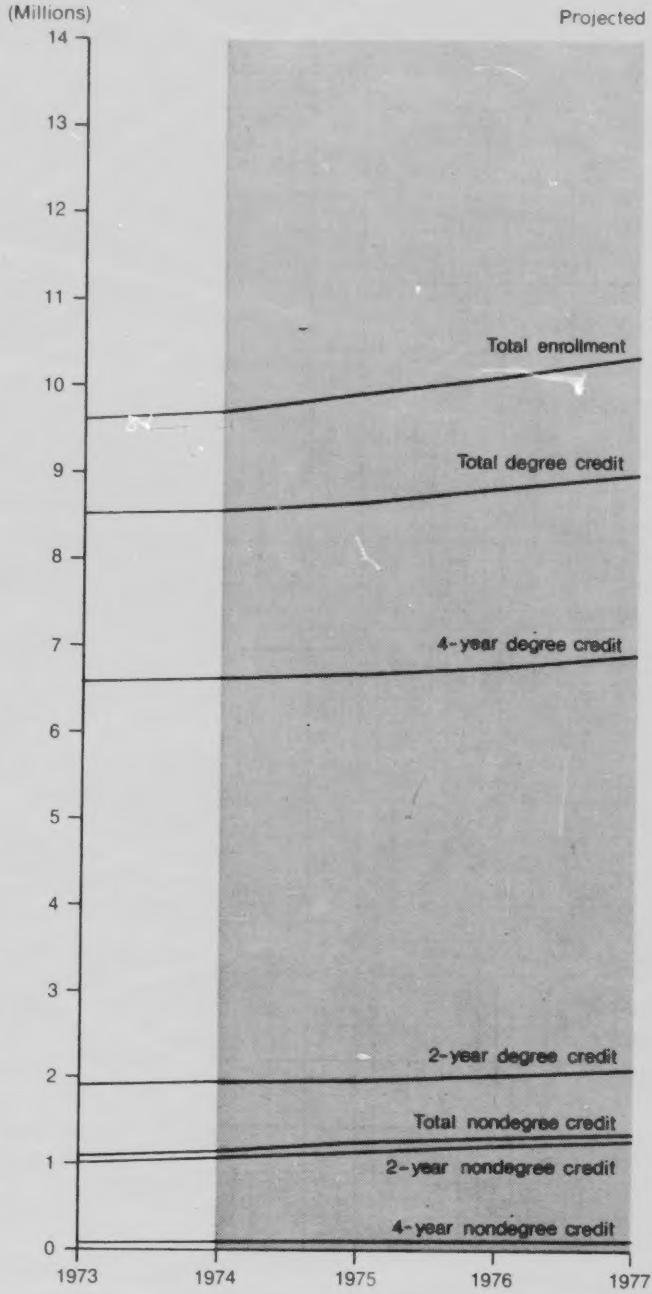


Chart 7.1 — Table 66

Most of the dramatic expansion in higher education has occurred in public institutions.

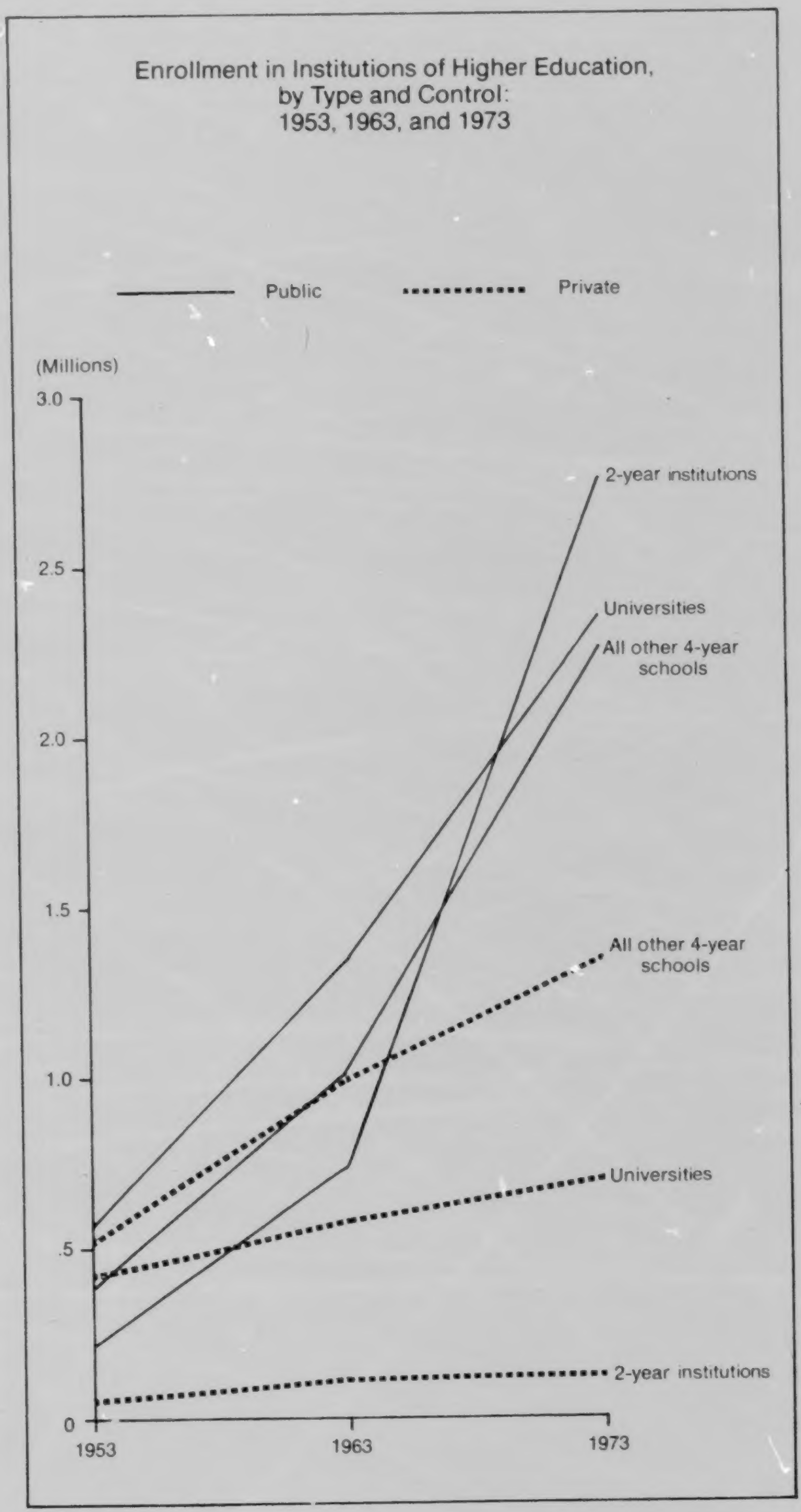
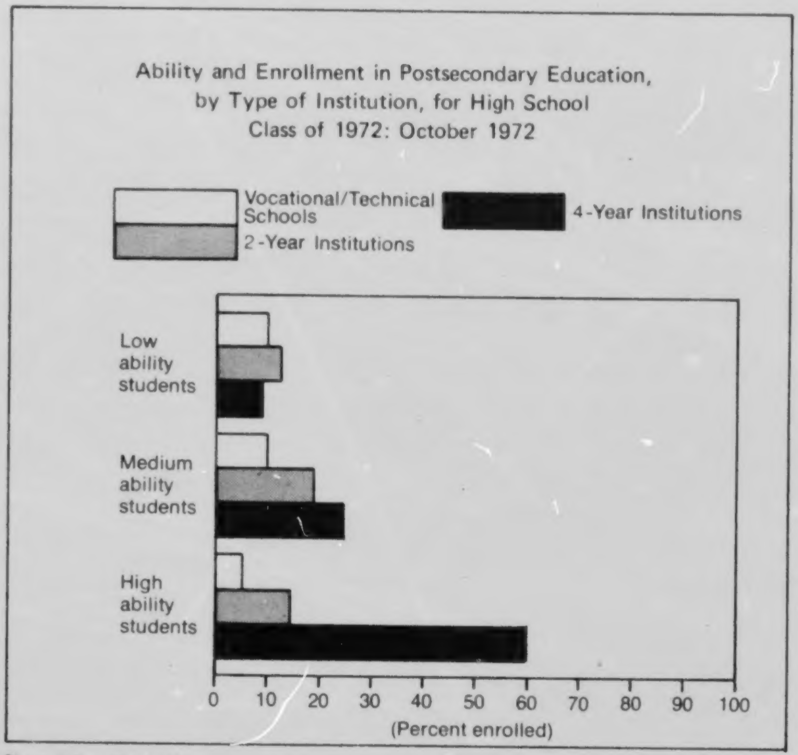

Enrollment in Institutions of Higher Education, by Type and Control: 1953, 1963, and 1973

Chart 7.2 – Table 67

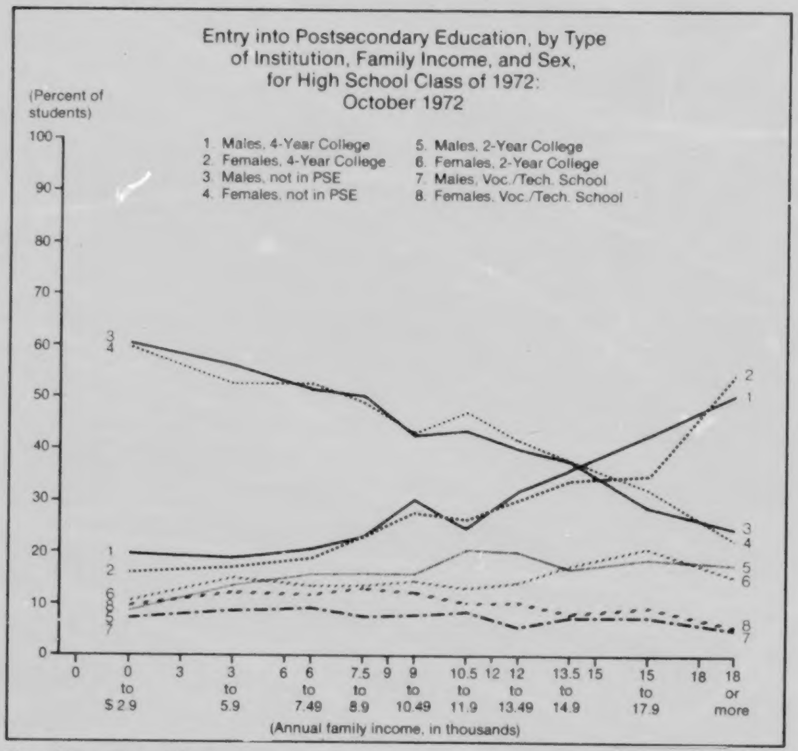
Enrollment in types of postsecondary institutions is related to ability.



Ability and Enrollment in Postsecondary Education, by Type of Institution, for High School Class of 1972: October 1972

Chart 7.3 – Table 68

Female high school graduates enter postsecondary education at almost the same rate as males.



Entry into Postsecondary Education, by Type of Institution, Family Income, and Sex, for High School Class of 1972: October 1972

Chart 7.4 – Table 69

Low ability students are more likely to discontinue their studies than high ability students.

Persistence of Full-Time Students in Postsecondary Education, for High School Class of 1972: October 1972 and October 1973

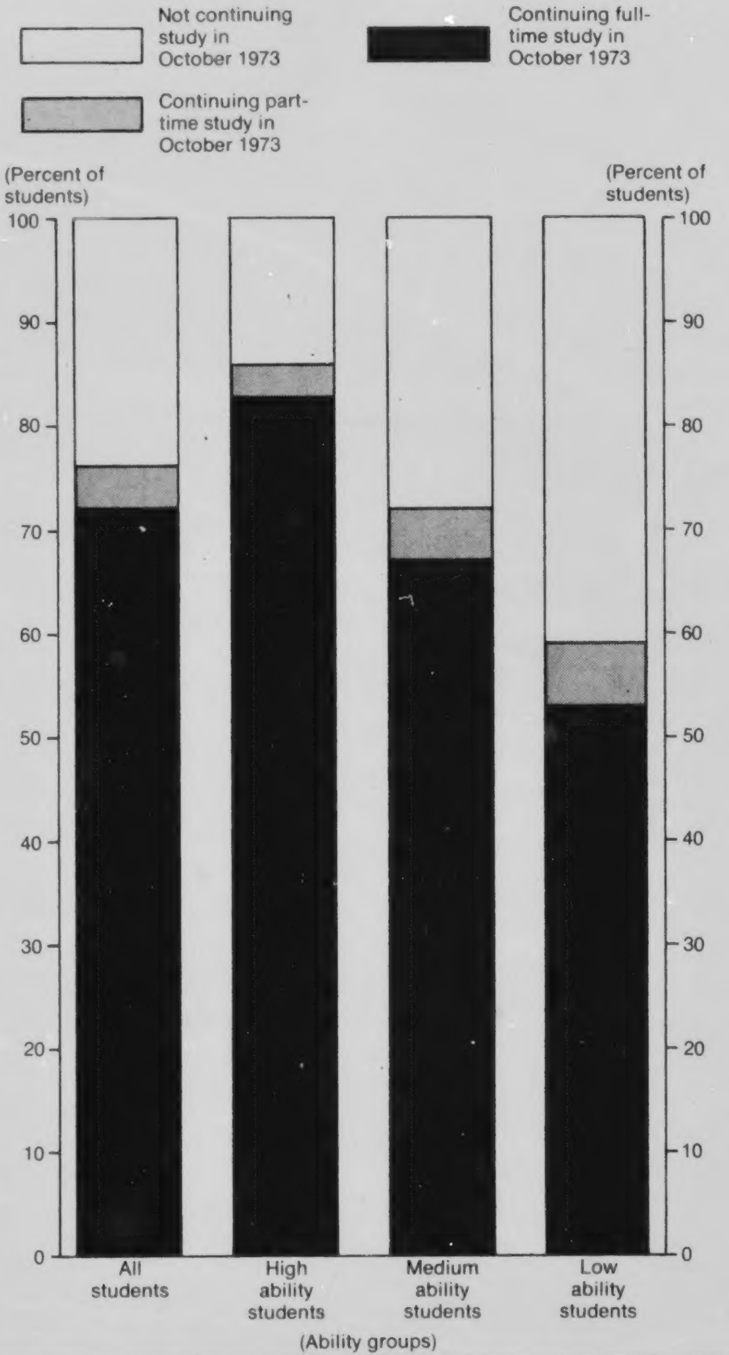


Chart 7.5 — Table 71

Older students are accounting for a larger proportion of college students, with increases most notable among females.

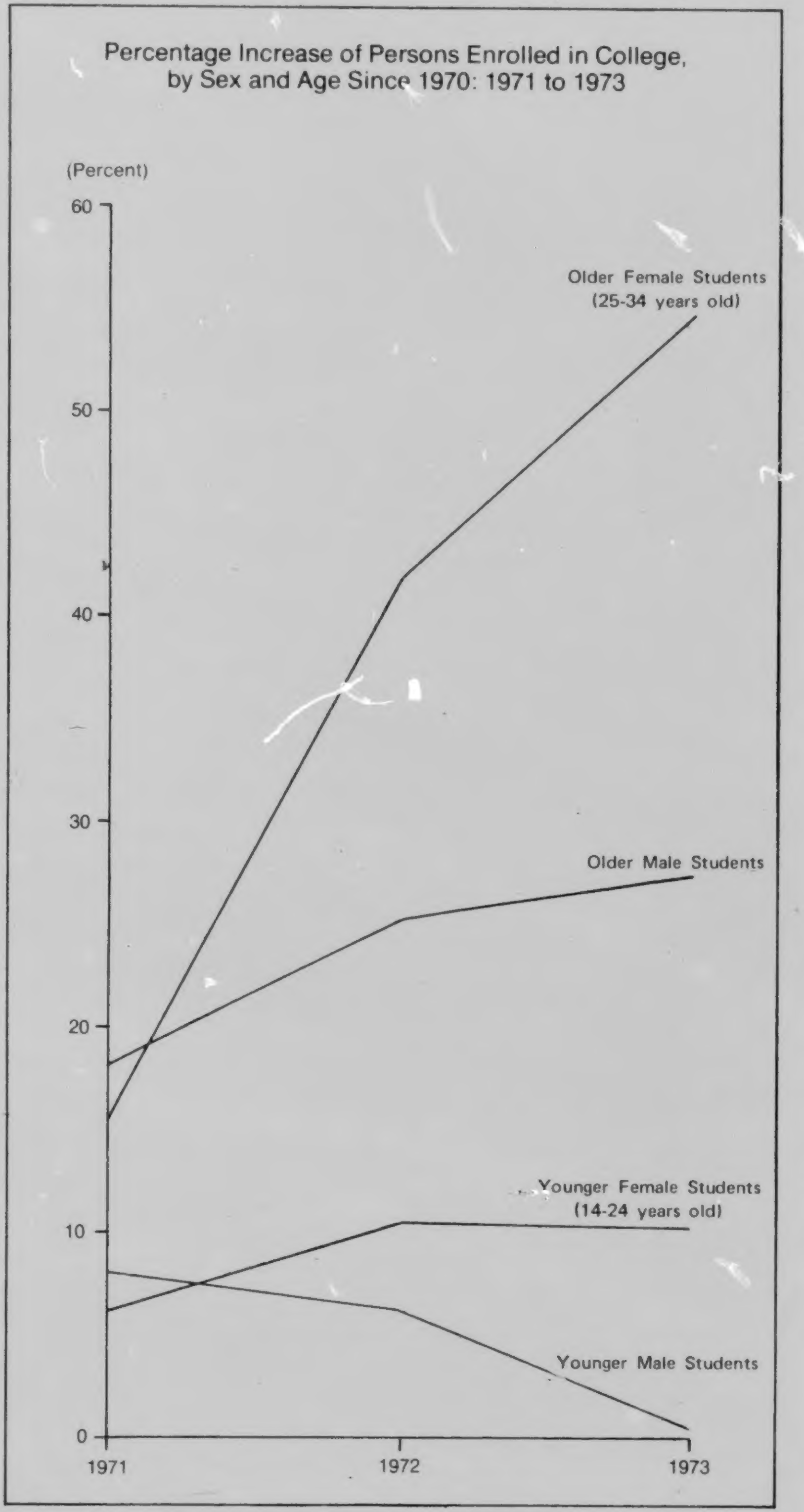

Percentage Increase of Persons Enrolled in College, by Sex and Age Since 1970: 1971 to 1973

Chart 7.6 – Table 72

Four-year institutions attract the greatest proportion of students of all age groups, but vocational/technical schools and 2-year institutions gain in appeal with increasing age of the students.

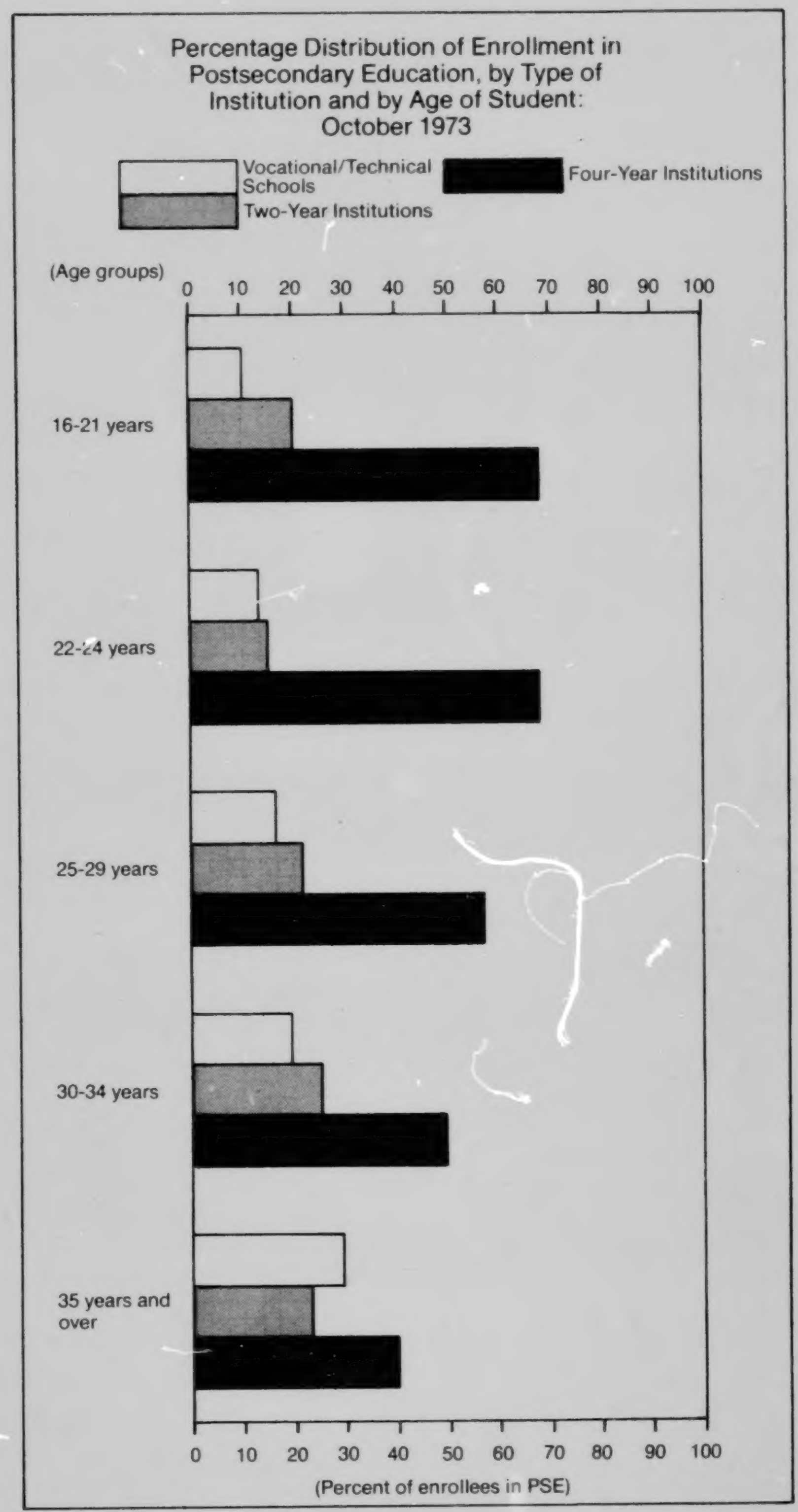


Chart 7.7 — Table 73

Black and White high school graduates enter postsecondary education at similar rates.

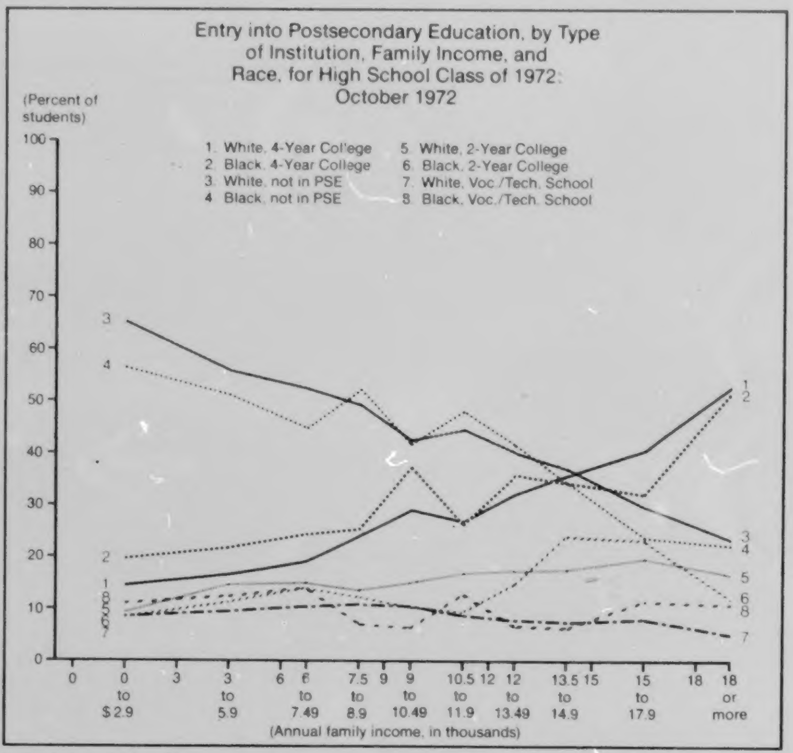


Chart 7.8 – Table 69

Participation in formal postsecondary education is markedly related to family income, though continuance in formal education after one year is not closely related to income.

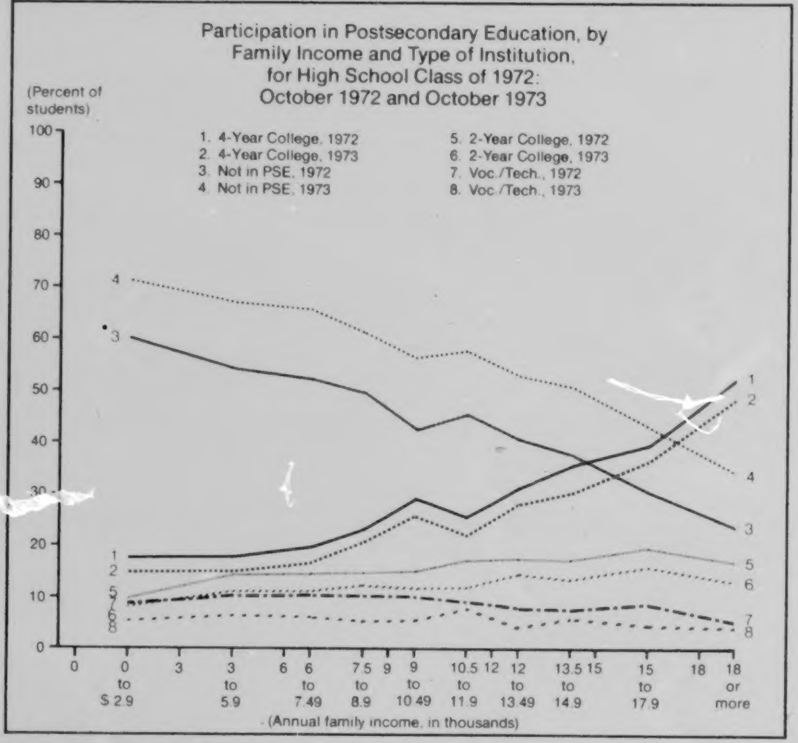


Chart 7.9 – Table 69, 70

The proportion of economically dependent family members enrolled in higher education increases for higher levels of family income.

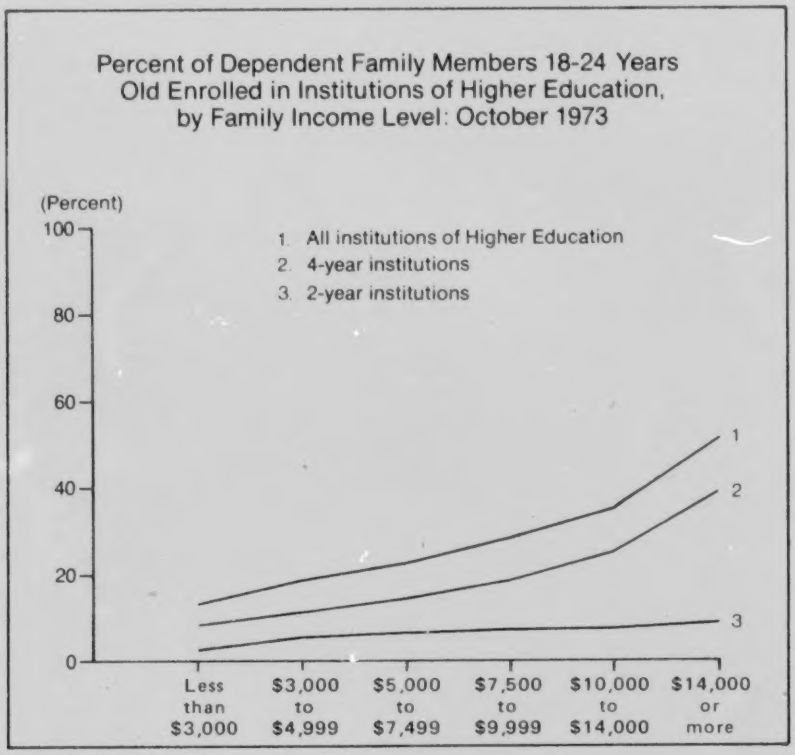


Chart 7.10 — Table 74

Dependent college students of all income groups enroll more often in 4-year than in 2-year institutions.

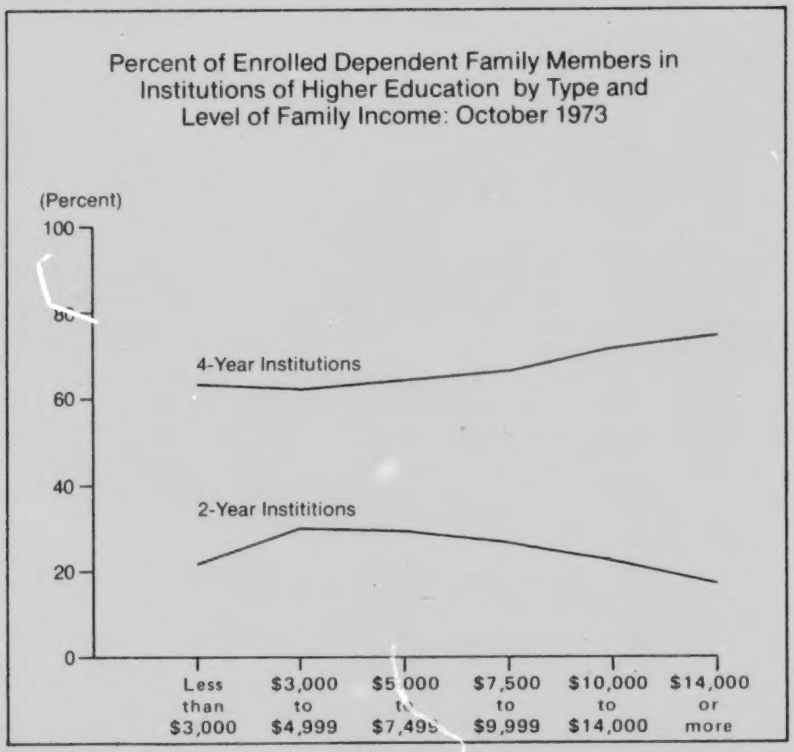
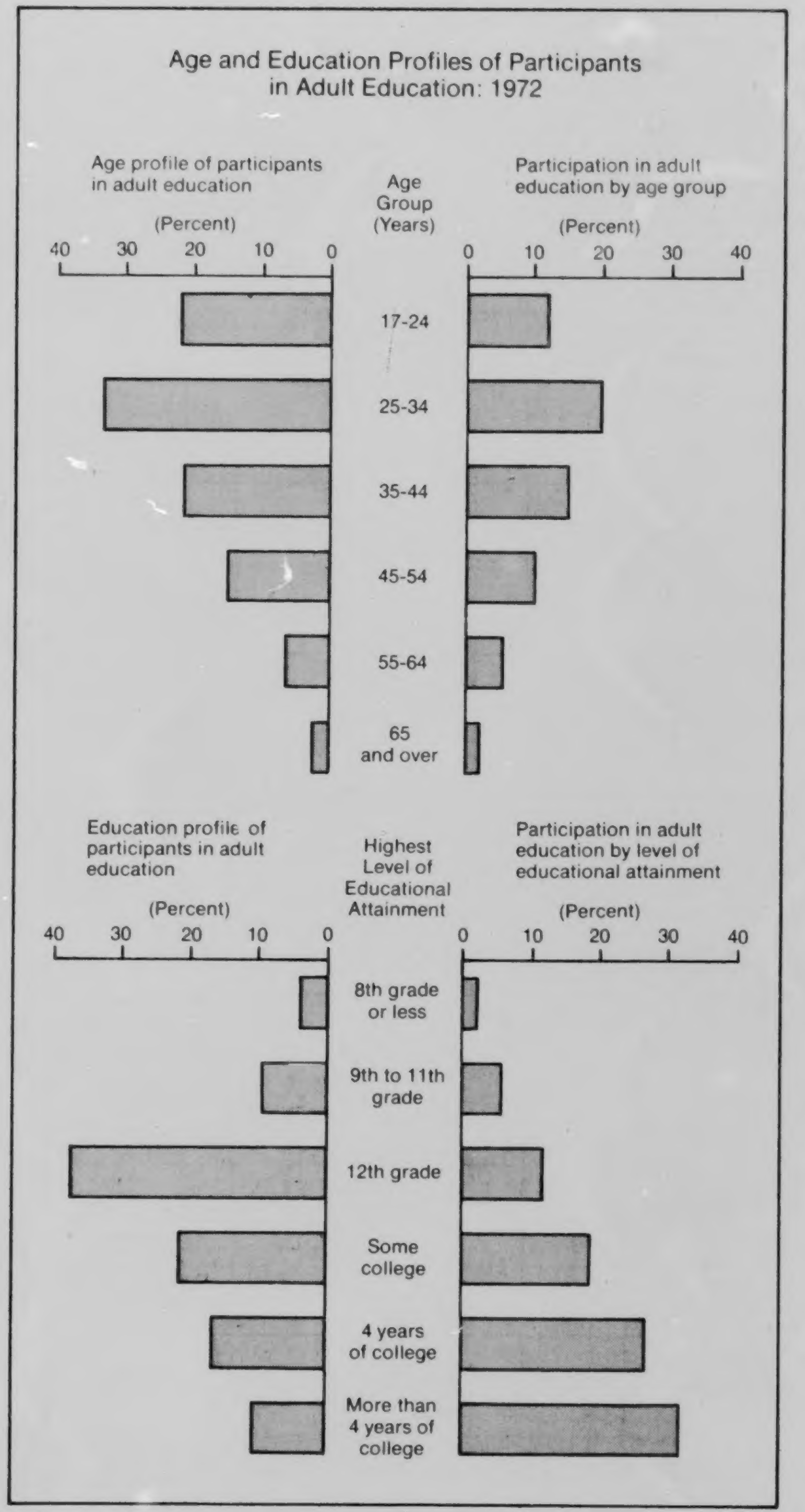


Chart 7.11 — Table 74

Participation rates for adult education increase among those with higher educational attainment.



Age and Education Profiles of Participants in Adult Education: 1972

Chart 7.12 – Table 75

Schools offering occupational programs differ in eligibility for Federal aid to students.

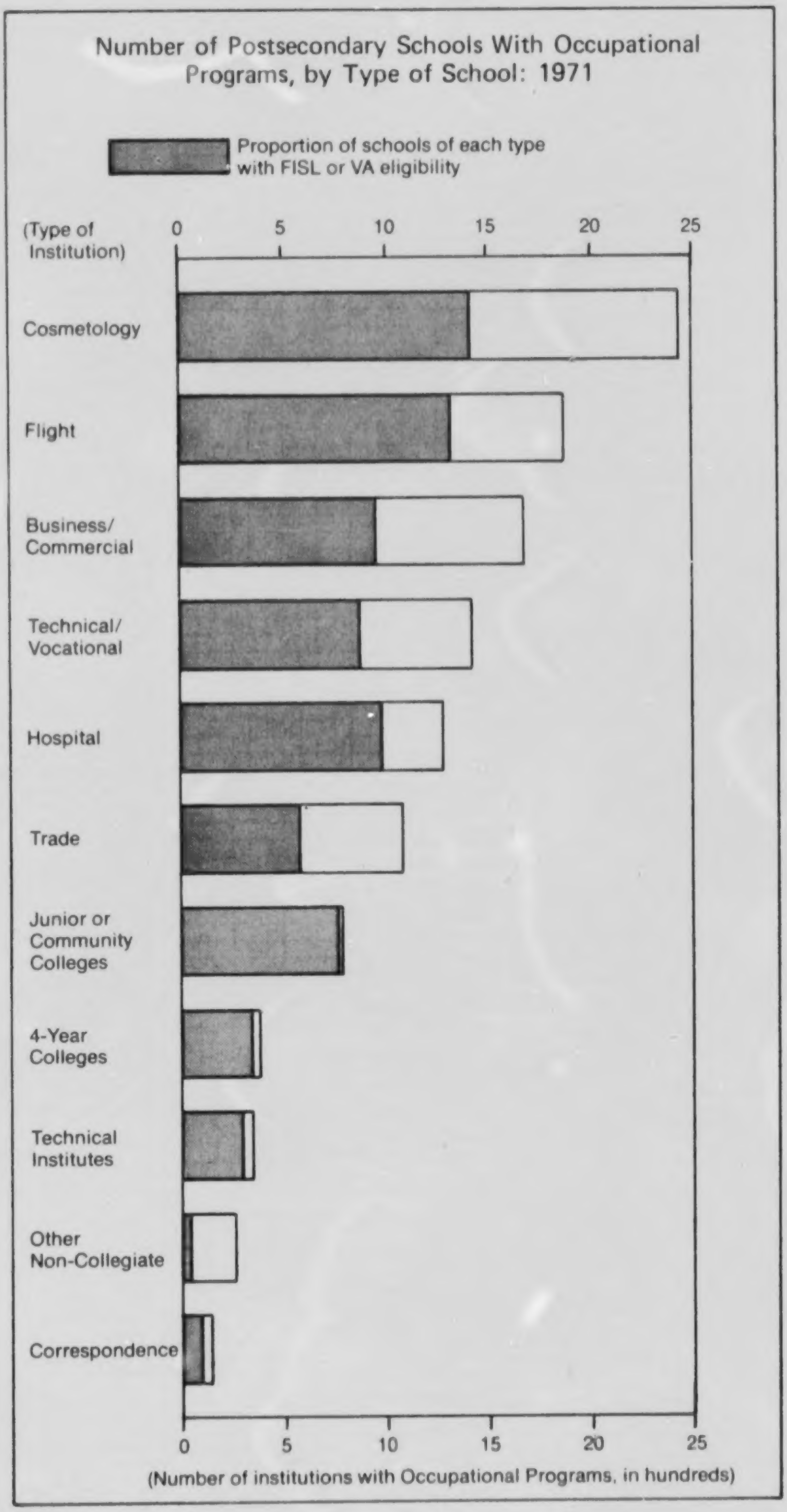


Chart 7.13 – Table 76

There are limited numbers of women on faculties of higher education, particularly in senior ranks.

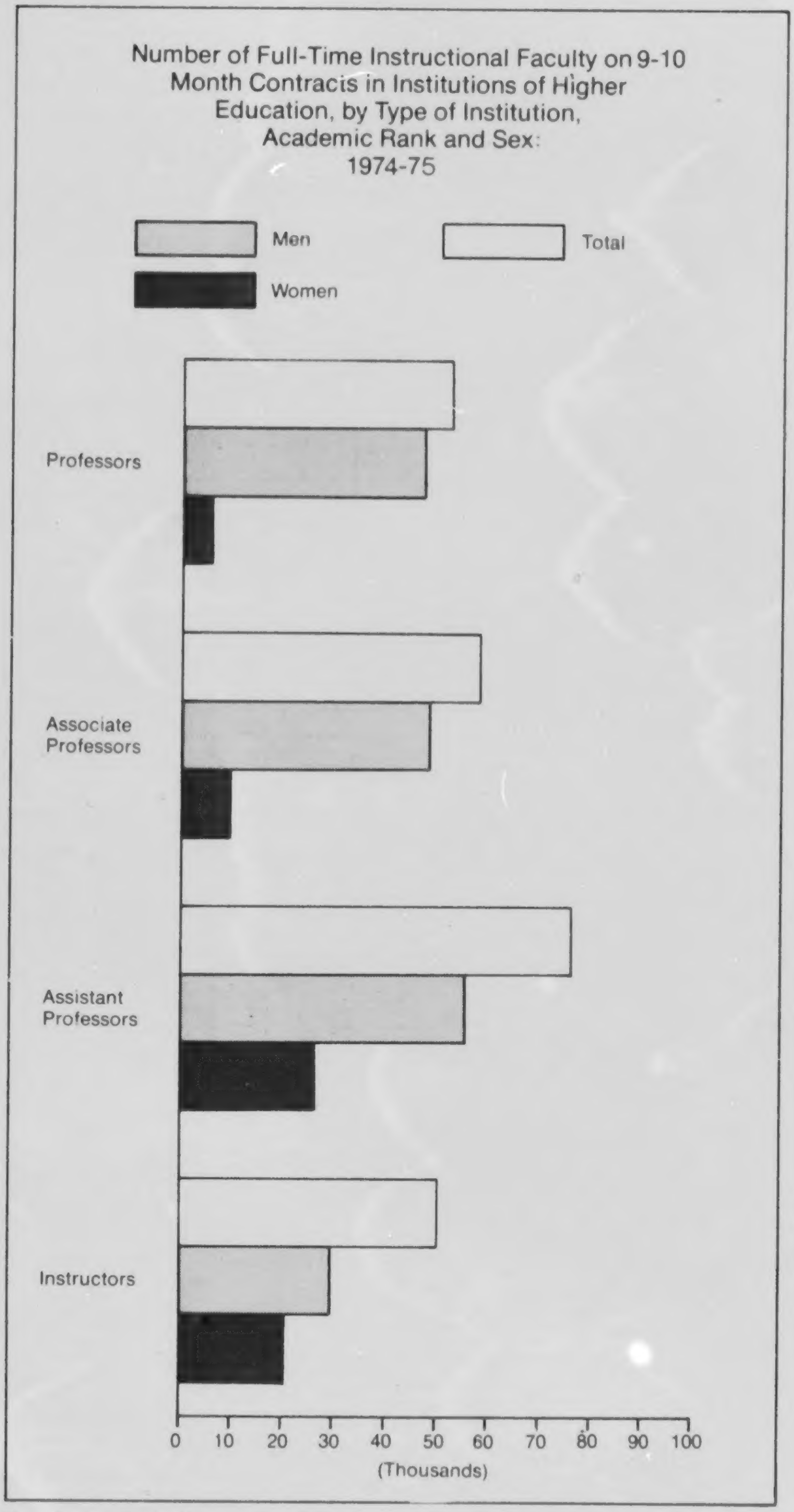

Number of Full-Time Instructional Faculty on 9-10 Month Contracts in Institutions of Higher Education, by Type of Institution, Academic Rank and Sex: 1974-75

Chart 7.14 – Table 63

Higher degrees are more prevalent among university faculty than among faculty in 4-year and 2-year institutions.

Percentage Distribution of Highest Degree Held by College Faculty Members, by Type of Institution
1972-73

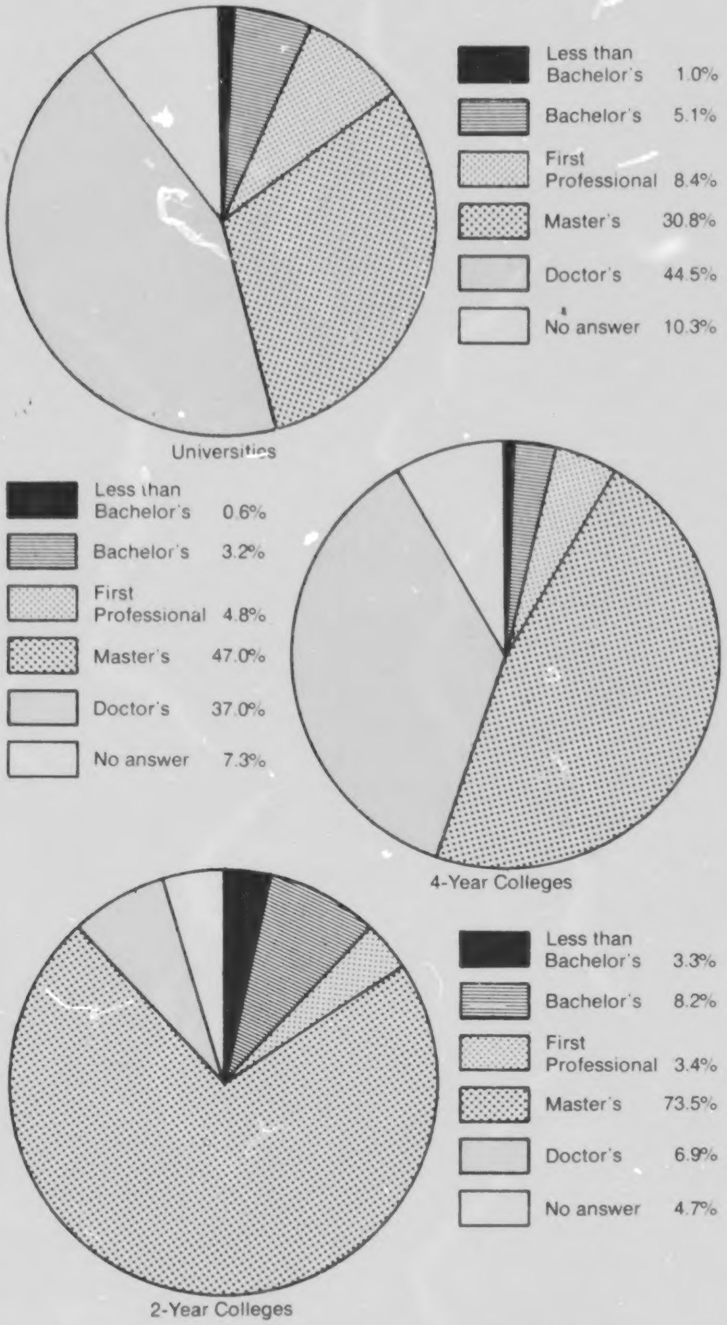
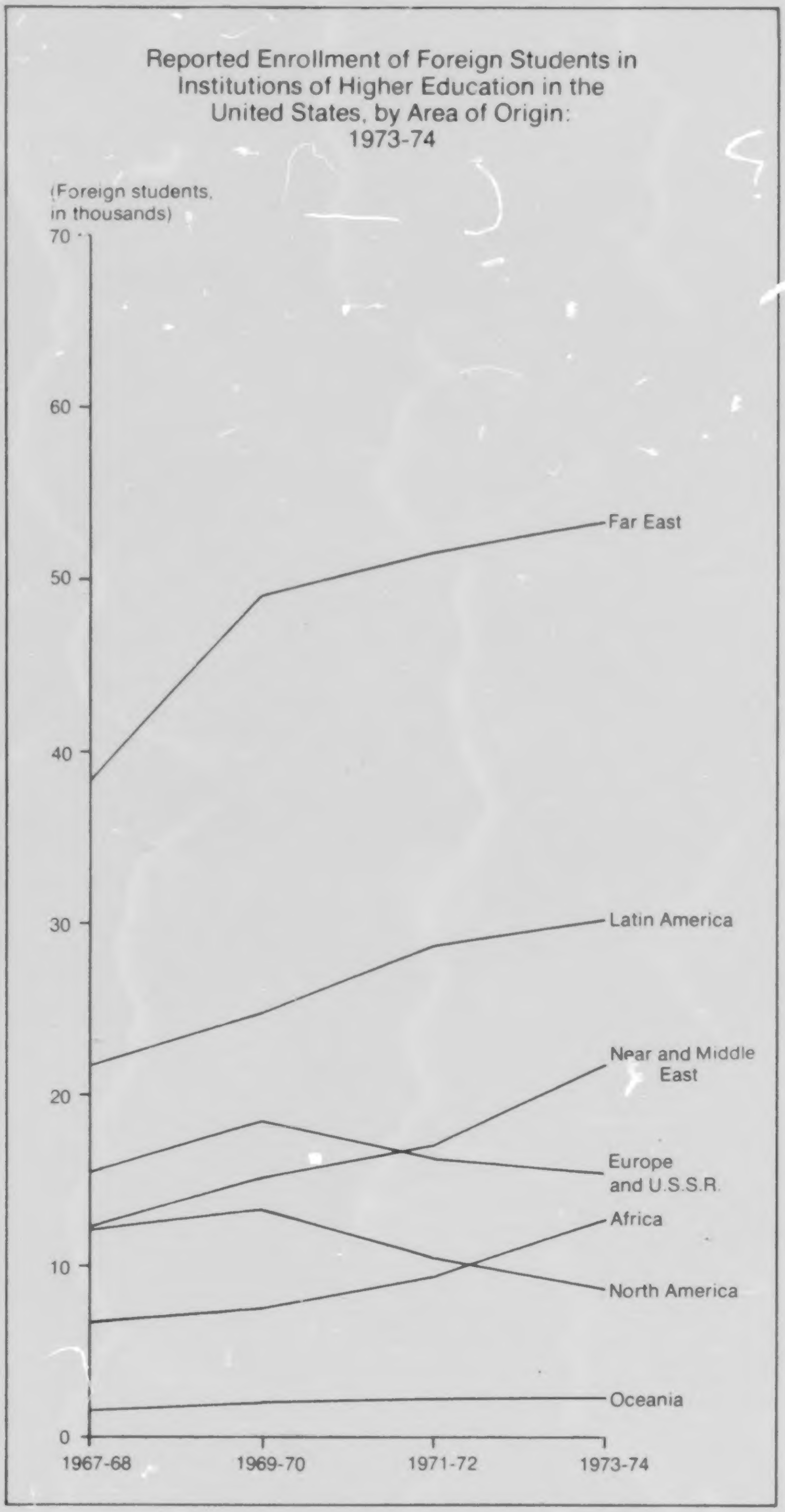


Chart 7.15 – Table 77

Enrollments of foreign students in institutions in the United States have increased recently, though they make up a small percentage of the total.



Reported Enrollment of Foreign Students in Institutions of Higher Education in the United States, by Area of Origin: 1973-74

Chart 7.16 – Table 78

The largest proportion of foreign graduate students studied engineering, followed by physical and life sciences.

Percentage Distribution of Foreign Students Enrolled in Institutions of Higher Education in the United States, by Field of Study and Level: 1973-74

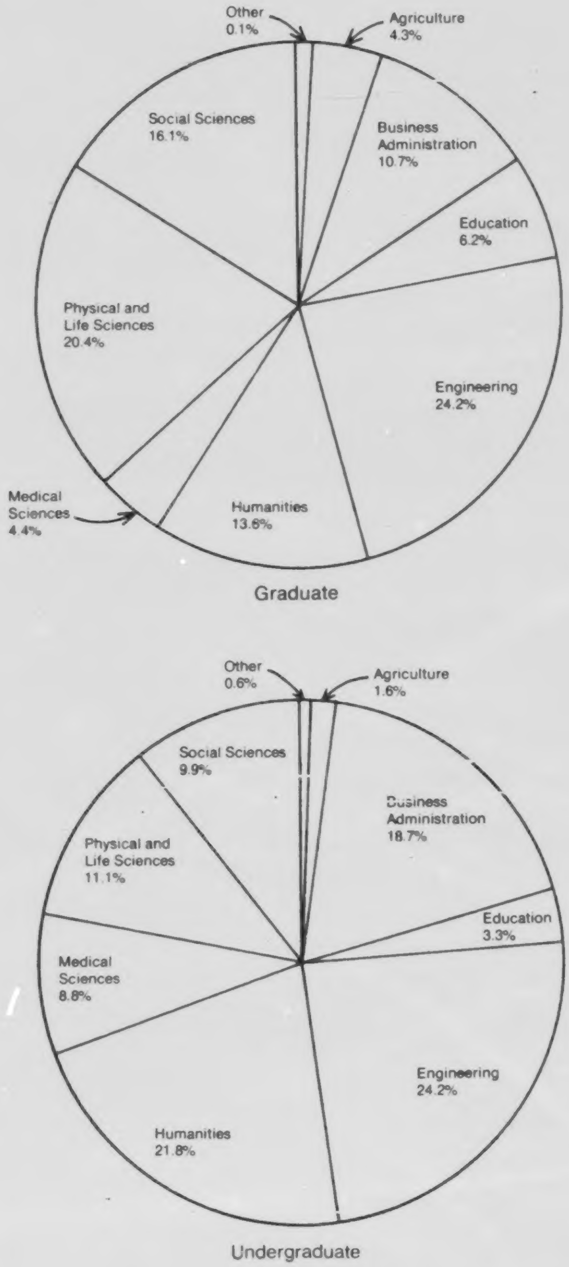
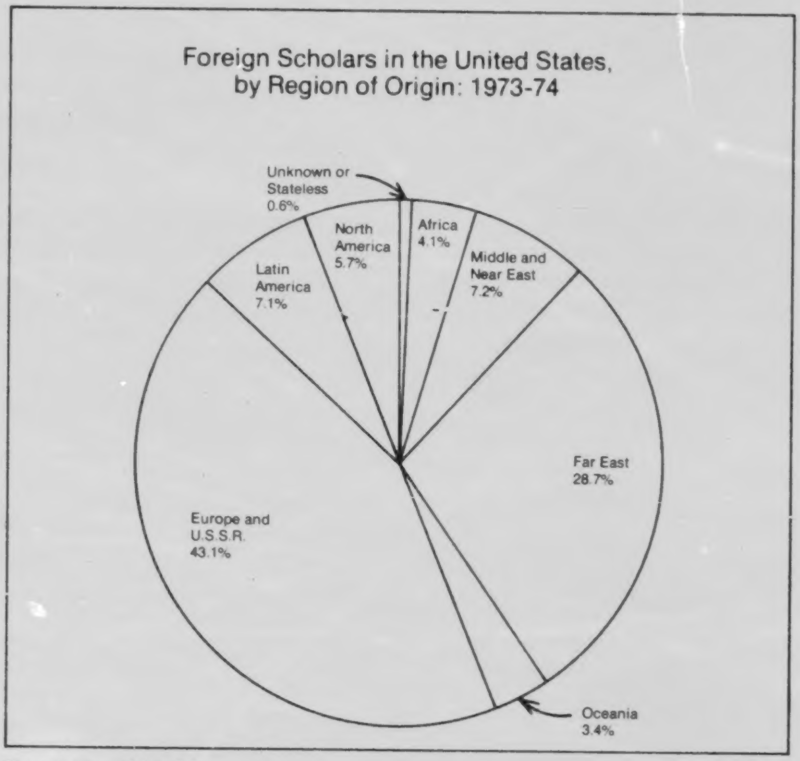


Chart 7.17 – Table 79

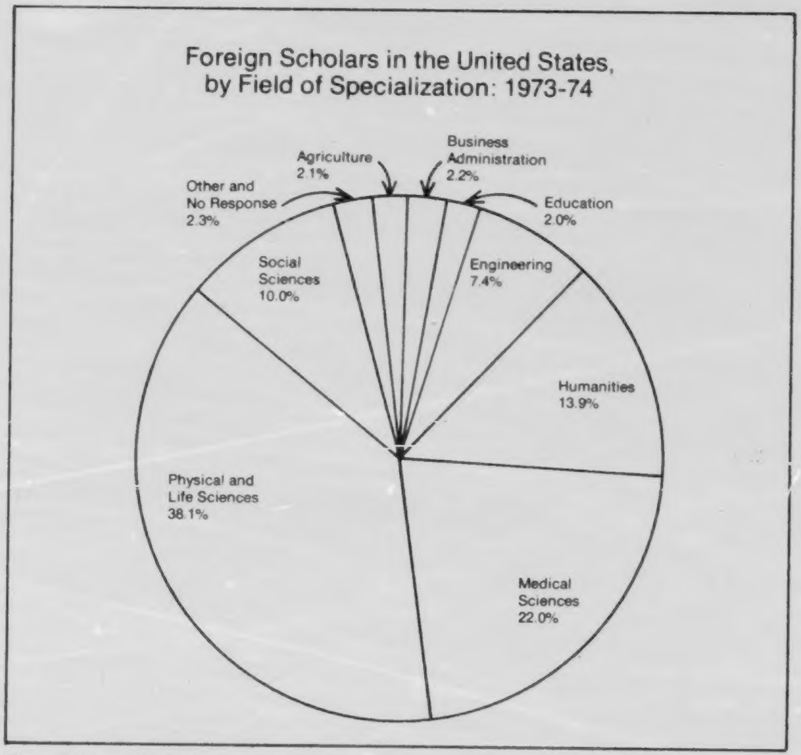
Most foreign scholars in institutions of higher education in the United States are from Europe and the Far East.



Foreign Scholars in the United States, by Region of Origin: 1973-74

Chart 7.18 – Table 80

The physical and life sciences and medical sciences are the major areas of specialization for foreign scholars in the United States.



Foreign Scholars in the United States, by Field of Specialization: 1973-74

Chart 7.19 – Table 81

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III. Tables and Technical Notes

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Tables

Table 1.--Level of school completed by persons 25 years old and over and 25 to 29 years old, by racial group: selected years, 1960 to 1974

Color, age, and date	Percent, by level of school completed			Median school years completed
	Less than 5 years of elementary school	4 years of high school or more	4 years of college or more	
1	2	3	4	5
WHITE AND NONWHITE				
25 years old and over:				
April 1960	8.3	41.1	7.7	10.5
March 1970	5.3	55.2	11.0	12.2
March 1972	4.6	58.2	12.0	12.2
March 1974	4.4	61.2	13.3	12.3
25 to 29 years old:				
April 1960	2.8	60.7	11.1	12.3
March 1970	1.1	75.4	16.4	12.6
March 1972	.8	79.8	19.0	12.7
March 1974	1.2	81.9	20.7	12.8
WHITE				
25 years old and over:				
April 1960	6.7	43.2	8.1	10.8
March 1970	4.2	57.4	11.6	12.2
March 1972	3.7	60.4	12.6	12.3
March 1974	3.5	63.3	14.0	12.4
25 to 29 years old:				
April 1960	2.2	63.7	11.8	12.3
March 1970	.9	77.8	17.3	12.6
March 1972	.8	81.5	19.9	12.7
March 1974	1.1	83.4	22.0	12.8
NONWHITE				
25 years old and over:				
April 1960	23.5	21.7	3.5	8.2
March 1970	14.7	36.1	6.1	10.1
March 1972	12.8	39.1	6.9	10.5
March 1974	12.2	44.3	8.0	11.1
25 to 29 years old:				
April 1960	7.2	36.6	5.4	10.8
March 1970	2.2	58.4	10.0	12.2
March 1972	1.2	66.6	11.6	12.4
March 1974	1.8	71.3	11.0	12.5

NOTE.–Data for 1972 and 1974 are for the noninstitutional population.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population,* Vol. 1, Part 1: *Current Population Reports,* Series P-20.

Table 2.--Reported voter participation, by education of household head and by family income: Novemer 1972

Family income	Percent voting by eduction of head									
	Elementary			High school			College			
	Total	0-7 yrs.	8 yrs.	Total	1 - 3 yrs.	4 yrs.	Total	1 - 3 yrs.	4 yrs.	5 yrs. or more
All income classes . . .	50.5	43.9	57.5	62.2	55.3	65.7	79.0	74.2	81.3	84.6
Under $3,000	43.3	37.4	55.5	45.7	42.5	49.4	63.5	62.5	61.7	73.3
$3,000 to $4,999 . . .	49.7	44.4	56.9	51.2	47.6	54.2	66.2	64.5	63.4	78.9
$5,000 to $7,499 . . .	48.5	45.2	52.0	53.6	50.4	55.5	68.8	64.3	73.6	80.2
$7,500 to $9,999 . . .	52.9	46.2	58.3	60.8	54.0	64.3	74.1	69.6	80.4	82.0
$10,000 to $14,999 . .	57.9	49.6	63.0	68.4	62.6	70.7	80.2	77.5	81.3	85.3
$15,000 and over . . .	64.3	61.5	65.8	74.9	68.9	76.7	84.2	80.9	85.1	86.2

NOTE.–Data represent those who reported that they voted as percent of total population in each education and income group.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P-20, No. 253, 1973.

Table 3.--Reported voter participation of employed persons, by years of school completed and by sex and race: November 1972

Race and sex	All educational levels	Percent voting, by years of school completed				
		Elementary, 0-8 yrs.	High school		College	
			1-3 yrs.	4 yrs.	1-3 yrs.	4 yrs. or more
WHITE:						
Both sexes	67.1	50.0	53.5	66.5	76.6	85.6
Male	66.9	51.3	53.8	65.7	75.6	85.5
Female	67.5	46.6	52.9	67.5	78.3	86.0
BLACK:						
Both sexes	57.8	49.2	51.9	59.3	70.3	81.8
Male	55.6	49.1	50.8	57.4	66.2	79.2
Female	60.5	49.5	53.3	61.4	74.1	84.3

NOTE.–Data represent those who reported that they voted as percent of total population in each education level and race or sex group.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P-20, No. 253, 1973.

Table 4.--Citizenship assessment, by age and by selected characteristics of participants: 1969–70

Selected characteristics	Median percent correct responses,[1] by age			
	9-year-olds	13-year-olds	17-year-olds	Young adults (ages 26-35)
1	2	3	4	5
National total	64.1	63.1	61.3	60.4
Region:				
Northeast	65.3	65.6	64.5	63.8
Southeast	60.7	59.3	50.8	53.3
Central	68.0	62.3	64.1	65.7
West	63.7	64.0	67.2	63.2
Sex:				
Male	63.7	62.7	63.2	64.0
Female	63.8	62.5	62.2	58.9
Race:				
White	66.4	65.8	65.6	63.3
Black	51.4	50.1	45.6	47.1
Other	51.0	47.8	40.0	50.5
Parent's education:				
No high school	52.9	48.2	44.8	53.0
Some high school	58.2	50.8	45.6	60.8
High school graduate	66.3	56.5	61.6	66.7
Post-high school	68.7	64.0	66.6	73.1
Unknown	57.2	49.7	38.7	43.3

[1] Number of exercises used to calculate median percent correct: age 9, 82 exercises; age 13, 160 exercises; age 17, 150 exercises; and young adults, 172 exercises.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data, February 1973.

Table 5.--Employment status of high school graduates and dropouts: October 1972

(Numbers in thousands)

Sex and age	Graduates not enrolled in college						Dropouts					
	Civilian noninstitutional population	Civilian labor force					Civilian noninstitutional population	Civilian labor force				
		Total	As percent of population	Employed	Unemployed			Total	As percent of population	Employed	Unemployed	
					Number	As percent of civilian labor force					Number	As percent of civilian labor force
BOTH SEXES												
Total, 16 to 21 years old	6,641	5,423	81.7	4,830	593	10.9	3,027	1,861	61.5	1,504	357	19.2
16 and 17 years old	193	151	78.2	128	23	15.2	701	382	54.5	276	106	27.7
18 and 19 years old	2,906	2,348	80.8	2,076	272	11.6	1,100	707	64.3	567	140	19.8
20 and 21 years	3,542	2,924	82.6	2,626	298	10.2	1,226	772	62.9	661	111	14.4
MEN												
Total, 16 to 21 years old	2,754	2,563	93.1	2,316	247	9.6	1,459	1,226	84.0	1,027	199	16.2
16 and 17 years old	73	62	(1)	54	8	(1)	326	239	73.3	177	62	25.9
18 and 19 years	1,218	1,126	92.4	1,015	111	9.9	556	466	83.8	388	78	16.7
20 and 21 years	1,463	1,375	94.0	1,247	128	9.3	577	521	90.3	462	59	11.3
WOMEN												
Total, 16 of 21 years old	3,887	2,860	73.6	2,514	346	12.1	1,568	635	40.5	477	158	24.9
16 and 17 years old	120	89	74.2	74	15	16.9	375	143	38.1	99	44	30.8
18 and 19 years	1,688	1,222	72.4	1,061	161	13.2	544	241	44.3	179	62	25.7
20 and 21 years	2,079	1,549	74.5	1,379	170	11.0	649	251	38.7	199	52	20.7

[1] Percent not shown where base is less than 75,000.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Special Labor Force Report* No. 155, 1973.

Table 6.--Labor force participation rates of the population, by age, sex, and years of school completed: March 1973

Sex and years of school completed	In labor force as percent of population age–										
	Total, 16 years old and over	16 to 19 years			20 to 24 years	25 to 34 years	35 to 44 years	45 to 54 years	55 years and over		
		Total	16 and 17 years	18 and 19 years					Total	55 to 64 years	65 years and over
Total, both sexes	60.1	48.8	38.9	59.5	71.0	71.9	74.1	72.3	36.4	59.4	14.7
Elementary: Less than 5 years[1]	32.6	25.3	(2)	(2)	35.4	62.0	57.5	54.2	20.7	46.7	10.2
5 to 7 years	42.4	38.8	31.2	51.8	60.9	65.7	67.8	65.1	25.9	48.4	11.8
8 years	43.6	33.3	27.0	53.8	57.9	68.3	70.5	69.8	28.5	54.1	12.3
High school: 1 to 3 years	53.8	43.8	39.9	55.2	64.7	65.7	71.0	68.3	38.6	57.7	15.9
4 years	66.9	65.8	52.2	66.4	75.7	69.9	72.9	73.0	45.0	63.3	16.7
College: 1 to 3 years	65.7	47.3	(2)	47.2	64.8	73.9	75.8	75.6	44.3	64.6	17.2
4 years	74.7	(2)	---	(2)	86.6	78.5	80.7	80.4	48.5	69.2	23.5
5 years or more	84.1	---	---	---	71.7	88.5	92.6	92.6	62.9	82.0	37.7
Total, men	78.1	54.5	44.3	65.9	83.2	95.2	96.3	93.2	52.2	79.2	23.3
Elementary: Less than 5 years[1]	47.1	(2)	(2)	(2)	(2)	82.3	84.2	75.0	30.1	64.2	14.9
5 to 7 years	61.6	53.8	40.7	(2)	89.6	94.3	91.2	85.7	39.4	69.4	19.0
8 years	62.2	42.4	34.5	70.6	90.2	93.9	92.4	91.7	42.2	74.1	19.3
High school: 1 to 3 years	71.2	50.3	44.9	65.0	90.5	95.4	95.4	92.6	56.8	79.3	26.0
4 years	88.5	71.3	(2)	71.4	92.8	97.2	97.4	95.0	65.3	84.9	27.9
College: 1 to 3 years	81.0	48.8	(2)	48.6	70.1	92.0	97.5	95.0	64.7	83.9	29.5
4 years	90.2	(2)	---	(2)	85.7	96.3	98.8	97.6	64.9	85.1	36.6
5 years or more	91.2	---	---	---	67.7	95.1	98.3	99.2	72.6	88.9	48.4
Total, women	44.1	43.3	33.5	53.5	60.1	50.1	53.5	53.1	24.0	41.9	8.7
Elementary: Less than 5 years[1]	17.4	(2)	(2)	(2)	(2)	30.2	28.2	29.9	11.7	27.4	6.0
5 to 7 years	24.2	23.4	(2)	(2)	30.2	34.3	41.0	43.1	14.3	28.6	5.9
8 years	26.5	21.8	17.1	35.5	32.6	40.7	44.0	47.0	17.2	35.2	7.0
High school: 1 to 3 years	38.8	37.2	34.8	44.4	42.0	41.8	52.9	47.2	25.1	39.8	9.3
4 years	51.3	61.2	40.7	62.2	62.9	49.3	55.5	57.3	31.7	47.1	10.7
College: 1 to 3 years	50.1	45.9	(2)	45.9	58.7	53.0	53.1	56.1	30.3	48.1	11.0
4 years	57.8	(2)	---	(2)	87.4	60.0	56.4	55.3	33.5	52.9	13.0
5 years or more	69.4	---	---	---	79.8	75.1	75.9	78.8	47.8	69.8	23.7

[1] Includes persons reporting no school years completed.

[2] Percent not shown where base is less than 75,000.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Special Labor Force Report* No. 161, 1973.

Table 7.--Median annual income of persons 25 years old and over, by years of school completed and by sex and age: 1972

Sex and age	Total	Years of school completed											Median school years completed
		Elementary school			High school			College					
		Total	Less than 8	8	Total	1 to 3	4	Total	1 to 3	4 or more			
										Total	4	5 or more	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
						Number, in thousands							
MEN													
Total	53,067	13,086	6,967	6,119	25,132	8,120	17,011	14,849	6,376	8,473	4,635	3,838	12.3
With income	52,576	12,904	6,848	6,057	24,932	8,034	16,898	14,740	6,326	8,414	4,608	3,807	12.3
						Median income							
Total, all ages	$8,989	$4,893	$4,150	$5,786	$9,306	$7,976	$9,905	$12,592	$10,971	$14,125	$13,520	$14,956	....
25 to 34 years	9,218	5,683	5,234	6,293	8,913	7,432	9,316	10,729	9,572	11,751	11,385	12,249	....
35 to 44 years	11,035	6,960	6,366	8,022	10,396	9,125	10,961	14,695	12,264	17,096	16,865	17,966	....
45 to 54 years	10,771	7,187	6,157	8,124	10,597	9,309	11,291	15,348	13,126	18,084	17,283	19,132	....
55 to 64 years	8,902	6,149	4,967	7,335	9,478	8,596	10,159	13,731	12,073	16,492	14,827	18,589	....
65 years and over	3,746	3,151	2,704	3,716	4,512	4,197	4,840	6,842	5,503	7,914	7,643	8,500	....
						Number, in thousands							
WOMEN													
Total	59,799	13,853	7,125	6,728	33,736	10,299	23,437	12,210	6,455	5,755	3,965	1,790	12.2
With income	41,452	9,931	5,178	4,753	22,513	6,947	15,566	9,008	4,491	4,517	2,950	1,568	12.2
						Median income							
Total all ages	$3,031	$1,817	$1,664	$2,038	$3,379	$2,692	$3,757	$5,214	$4,122	$6,897	$6,007	$8,580	....
25 to 34 years	3,805	2,038	1,777	2,336	3,499	2,844	3,765	5,469	4,375	6,703	6,316	7,731	....
35 to 44 years	3,862	2,800	2,623	3,047	3,824	3,257	4,128	5,387	4,146	7,421	6,302	9,742	....
45 to 54 years	4,067	2,636	2,319	3,029	4,187	3,458	4,499	6,176	5,025	8,203	7,083	10,308	....
55 to 64 years	3,209	1,906	1,657	2,371	3,459	2,731	3,931	5,977	4,550	7,990	7,385	9,627	....
65 years and over	1,899	1,635	1,526	1,784	2,113	1,935	2,269	3,298	2,802	4,276	3,579	6,202	....

NOTE.–Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P-60, No. 90.

Table 8.--Lifetime income of men ages 25-64, by years of school completed: 1956 to 1972

(In current dollars)

Years of school completed	1956	1961	1964	1968	1972
1	2	3	4	5	6
Elementary:					
Less than 8 years	$107.132	$125,044	$138,777	$174,240	$230,757
8 years	146,059	168,967	181,702	226,708	284,185
High school:					
1 to 3 years	166,212	193,265	211,342	258,455	323,716
4 years	199,463	224,626	252,447	306,786	393,151
College:					
1 to 3 years	232,317	273,309	297,543	356,297	461,264
4 years or more	310,597	360,951	392,006	504,760	627,296
4 years	(1)	350,699	372,767	486,643	590,053
5 years or more	(1)	379,908	418,027	525,997	671,882

[1] Data not available.

NOTE.–These arithmetic means are estimated from sample surveys of households. They are subject to sampling variability as well as to errors of response and nonreporting.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Annual Mean Income, Lifetime Income, and Educational Attainment of Men in the United States for Selected Years, 1956 to 1972.*

Table 9.--Estimated expenditures of educational institutions, by source of funds: 1971–72 to 1974–75[1]

Source of funds by level and control (1)	1971-72 (2)	1972-73 (3)	1973-74 (4)	1974-75 (5)	1971-72 (6)	1972-73 (7)	1973-74 (8)	1974-75 (9)
	AMOUNT, in billions of current dollars				*PERCENT*			
All levels:								
Total, public and nonpublic	$84.7	$91.2	$98.8	$110.4	100.0	100.0	100.0	100.0
Federal	9.4	9.8	11.1	12.1	11.1	10.7	11.2	11.0
State	26.9	30.1	32.8	36.9	31.8	33.0	33.2	33.4
Local	27.3	28.9	30.2	33.6	32.2	31.7	30.4	30.4
All other	21.1	22.4	25.8	27.8	24.9	24.6	25.2	25.2
Total, public	68.9	74.5	80.5	90.1	100.0	100.0	100.0	100.0
Federal	7.5	7.8	8.9	9.8	10.9	10.5	11.1	10.9
State	26.7	29.9	32.5	36.6	38.7	40.1	40.4	40.6
Local	27.2	28.8	29.1	33.5	39.5	38.7	37.1	37.2
All other	7.5	8.0	9.2	10.2	10.9	10.7	11.4	11.3
Total, nonpublic	15.8	16.7	18.3	20.3	100.0	100.0	100.0	100.0
Federal	1.9	2.0	2.2	2.3	12.0	12.0	12.0	11.3
State	.2	.2	.3	.3	1.3	1.2	1.6	1.5
Local	.1	.1	.1	.1	.6	.6	.6	.5
All other	13.6	14.4	15.7	17.6	86.1	86.2	85.8	86.7
Elementary and secondary schools:								
Total, public and nonpublic	$55.5	$59.8	$63.4	$70.9	100.0	100.0	100.0	100.0
Federal	4.6	4.7	5.4	5.9	8.3	7.9	8.5	8.3
State	19.0	21.5	23.0	25.9	34.2	35.9	36.3	36.5
Local	28.1	27.6	28.6	32.1	47.0	46.2	45.1	45.3
All other	5.8	6.0	6.4	7.0	10.5	10.0	10.1	9.9
Total, public[2]	49.8	53.9	57.1	64.0	100.0	100.0	100.0	100.0
Federal	4.6	4.7	5.4	5.9	9.3	8.7	9.5	9.2
State	19.0	21.5	23.0	25.9	38.1	39.9	40.2	40.5
Local	26.1	27.6	28.6	32.1	52.4	51.2	50.1	50.1
All other	.1	.1	.1	.1	.2	.2	.2	.2
Total, nonpublic	5.7	5.9	6.3	6.9	100.0	100.0	100.0	100.0
Federal	---	---	---	---	---	---	---	---
State	---	---	---	---	---	---	---	---
Local	---	---	---	---	---	---	---	---
All other	5.7	5.9	6.3	6.9	100.0	100.0	100.0	100.0

See footnotes at end of table.

Table 9.--Estimated expenditures of educational institutions, by source of funds: 1971–72 to 1974–75[1] –(Continued)

Source of funds by level and control	1971-72	1972-73	1973-74	1974-75	1971-72	1972-73	1973-74	1974-75
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	AMOUNT, in billions of current dollars				*PERCENT*			
Institution of higher education:								
Total, public and nonpublic	$29.2	$31.4	$35.4	$39.5	100.0	100.0	100.0	100.0
Federal	4.8	5.1	5.7	6.2	16.4	16.3	16.1	15.7
State	7.9	8.6	9.8	11.0	27.1	27.4	27.7	27.9
Local	1.2	1.3	1.4	1.5	4.1	4.1	4.0	3.8
All other	15.3	16.4	18.5	20.8	52.4	52.2	52.2	52.6
Total, public[2]	19.1	20.6	23.4	26.1	100.0	100.0	100.0	100.0
Federal	2.9	3.1	3.5	3.9	15.0	15.0	15.0	15.0
State	7.7	8.4	9.5	10.7	40.8	40.8	40.8	40.8
Local	1.1	1.2	1.3	1.4	5.5	5.7	5.5	5.5
All other	7.4	7.9	9.1	10.1	38.7	38.5	38.7	38.7
Total, nonpublic[2]	10.1	10.8	12.0	13.4	100.0	100.0	100.0	100.0
Federal	1.9	2.0	2.2	2.3	18.6	18.6	18.6	18.6
State	.2	.2	.3	.3	2.0	2.1	2.2	2.2
Local	.1	.1	.1	.1	.5	.7	.8	.8
All other	7.9	8.5	9.4	10.7	78.9	78.6	78.4	78.4

[1] In addition to regular schools these figures include "other" elementary and secondary schools such as residential schools for exceptional children, Federal schools for Indians, and federally operated elementary and secondary schools on military posts. The annual expenditures of "other" elementary and secondary schools were estimated as follows: Public, $200 million annually, 1963-64 to 1974-75; nonpublic, $100 million annually, 1963-64 to 1974-75.

[2] Total expenditures distributed according to the trend of receipts shown in appendix B, table B-10, of source.

NOTE.–Data are for 50 States and the District of Columbia for all years.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84,* 1974 edition.

Table 10.--Consumer Price Index 1971–72 to 1974–75 (1967 = 100) and proportional decrease in value of the dollar from 1971–72

Year	Consumer Price Index	Decrease in dollar value from 1971-72 (123.267 divided by index for given year)
1971-72	123.267	. . .
1972-73	128.242	.96
1973-74	139.750	.88
1974-75	152.291	.81

NOTE.–CPI is based on school year and includes last 6 months of one year and first 6 months of the following year.

SOURCE: National Center for Education Statistics calculation from Department of Labor, Bureau of Labor Statistics, unpublished data.

Table 11.--Gross national product related to total expenditures for education: 1967 to 1973

Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product
1	2	3	4	5
1967.	$793,927	1967-68	$57,213,374	7.2
1969.	930,284	1969-70	70,077,228	7.5
1971.	1,054,915	1971-72	84,748,779	8.0
1972.	1,157,996	1972-73	89,100,000	7.7
1973.	1,294,919	1973-74	[2]97,800,000	7.6

[1] Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher education).

[2] Estimated.

SOURCES: U.S. Department of Health, Education, and Welfare, Office of Education, *Statistics of State School Systems; Financial Statistics of Institutions of Higher Education;* and unpublished data. U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business,* July 1971, and July 1973.

Table 12.--Estimated population of the United States for selected age groups: 1960 to 1985

(In thousands)

Year	Total population	5-13 years of age	14-17 years of age	18-21 years of age	Total school-age population	22-64 years of age	Employed civilian population
1960 . . .	180,671	32,965	11,219	9,556	53,740	89,916	65,778
1961 . . .	183,691	33,217	12,052	10,290	55,559	90,521	65,746
1962 . . .	186,538	33,897	12,760	10,813	57,470	91,142	66,702
1963 . . .	189,242	34,578	13,501	11,171	59,250	91,873	67,762
1964 . . .	191,889	35,245	14,273	11,347	60,865	92,733	69,305
1965 . . .	194,303	35,754	14,154	12,203	62,111	93,916	71,088
1966 . . .	196,560	36,283	14,405	12,944	63,632	94,968	72,895
1967 . . .	198,712	36,630	14,734	13,738	65,102	95,976	74,372
1968 . . .	200,706	36,804	15,173	14,528	66,505	96,922	75,920
1969 . . .	202,677	36,837	15,560	14,425	65,822	98,797	77,902
1970 . . .	204,879	36,635	15,911	14,705	67,251	100,387	78,627
1971 . . .	207,045	36,105	16,281	15,019	67,405	101,979	79,120
1972 . . .	208,842	35,457	16,556	15,433	67,446	103,507	81,702
1973 . . .	210,404	34,738	16,747	15,789	67,274	105,088	[1]82,389
1974 . . .	211,909	33,770	16,817	15,964	66,551	106,721	[1]83,669
1975 . . .	213,925	33,199	16,826	16,318	66,343	108,649	[1]85,181
1976 . . .	215,787	32,839	16,734	16,574	66,147	110,496	[1]86,629
1977 . . .	217,745	32,204	16,606	16,729	65,539	112,434	[1]88,147
1978 . . .	219,794	31,487	16,350	16,901	64,738	114,376	[1]89,672
1979 . . .	221,926	30,972	15,988	16,910	63,870	116,396	[1]91,256
1980 . . .	224,132	30,795	15,516	16,819	63,130	118,384	[1]92,814
1981 . .	226,399	30,882	14,930	16,692	62,504	120,396	[1]94,390
1982 . .	228,709	31,174	14,329	16,439	61,942	122,462	[1]96,013
1983 . . .	231,044	31,485	14,000	16,078	61,563	124,416	[1]97,536
1984 . . .	233,381	31,785	14,001	15,608	61,394	126,198	[1]98,939
1985 . . .	235,701	32,072	14,252	15,026	61,350	127,862	[1]100,245

[1] Estimated at 78.4 percent of population 22-64 years of age, which was the average percent employed during 1968-1972.

SOURCES: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P-25, No's. 519 and 529; and U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings,* Vol. 19, No. 8; unpublished Bureau of the Census tabulation of the estimated population, Series E, for 1975-85, by age.

Table 13.--Ratios of employed and working age population (22–64 years) to school-age population (5–21 years): 1960–1985

Year	Ratio of persons 22-64 years old to persons 5-21 years old	Ratio of employed civilian population to persons 22-64 years old[1]	Ratio of employed civilian population to persons 5-21 years old
1960	1.67	0.73	1.22
1961	1.63	.73	1.18
1962	1.59	.73	1.16
1963	1.55	.74	1.14
1964	1.52	.75	1.14
1965	1.51	.76	1.14
1966	1.49	.77	1.15
1967	1.47	.77	1.14
1968	1.46	.78	1.14
1969	1.50	.79	1.18
1970	1.49	.78	1.17
1971	1.51	.78	1.17
1972	1.53	.79	1.21
1973	1.56	.78	1.22
1974	1.60	.78	1.26
1975	1.64	.78	1.28
1976	1.67	.78	1.31
1977	1.72	.78	1.34
1978	1.77	.78	1.39
1979	1.82	.78	1.43
1980	1.88	.78	1.47
1981	1.93	.78	1.51
1982	1.98	.78	1.55
1983	2.02	.78	1.58
1984	2.06	.78	1.61
1985	2.08	.78	1.63

[1] Figures for 1973 and thereafter are projected on the basis of the average ratio for 1968 through 1972.

SOURCES: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P-25, No's. 519 and 529; and U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings,* Vol. 19, No. 8; unpublished Bureau of the Census tabulation of the estimated population for 1975-85, by age.

TECHNICAL NOTES FOR TABLES 14 THROUGH 21

To measure the Nation's educational progress, National Assessment of Educational Progress (NAEP)[1] estimates, from the weighted sample of respondents, the percentages of those who would be able to answer a question acceptably or to perform a task. The exercises are administered to scientifically selected samples of four age groups; 9-year-olds, 13-year-olds, 17-year-olds, and young adults, aged 26-35. The 17-year-old assessment group includes a sample of 17-year-olds not enrolled in school. Results are reported for each age level and by region, sex, racial group, parental education and size and type of community.

Statistical tables describing their achievements follow these explanations of the data.

Definitions of National Assessement Groups

Geographic region. NAEP's regional divisions—the same as used by the Bureau of Economic Analysis, U.S. Department of Commerce—are as follows:

Northeast	*Southeast*	*Central*	*West*
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
District of Columbia	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Pennsylvania	Tennessee	Ohio	Oklahoma
Rhode Island	Virginia	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Texas
			Utah
			Washington

Sex. Males and females.

Race. Blacks and Whites; the results for other racial groups were too small for reliability.

Parental Education. Highest level of education attained by either parent: no high school, some high school, graduated from high school, and post-high school.

Size and Type of Community. These seven categories apply only to respondents enrolled at the time of the assessment in schools described as follows:

Low metro. In cities with populations greater than 150,000 serving areas with high proportions of the residents on welfare or not regularly employed.

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[1] For more information on National Assessment, including its goals and methodology, see National Assessment of Educational Progress, Report 03/04-GIY, *General Information Yearbook* (Washington, D.C.: Government Printing Office, 1974).

High metro. Within the city limits of, or residential area served by cities with populations greater than 150,000. serving areas with household heads primarily in professional or managerial occupations.

Main big city. In cities with populations greater than 200,000 and not included in either the low metro or high metro groups.

Urban fringe. In and serving metropolitan areas outside of cities with more than 200,000 inhabitants.

Medium city. In cities with populations between 25,000 and 200,000.

Small places. In communities of less than 25,000 inhabitants.

Extreme rural. In communities with populations less than 3,500. Most residents are farmers or farm workers.

Analysis of the Data

National Assessment uses a weighted percentage of correct responses to describe the performance of a group on an exercise. Each reported percentage correct is an estimate of the percentage of persons in a given population who gave a certain acceptable response to a specific exercise. The median* percentage correct, together with the median difference, is used to summarize performance on many exercises.

Some caution must be observed when interpreting the median percentages. Any one median value indicates how well a certain group of young Americans performed on that particular set of exercises. If other exercises had been added to or deleted from that assessment, the median values could be different. However, comparison of group median percentages can be made when the groups took the same set of exercises (e.g., male and female performance on theme 2 in social studies). Some interpretations are not meaningful: the performance of 9-year-olds and 13-year-olds on computation exercises cannot be compared unless identical exercises were given to both age groups. In other NAEP reports, special analyses look at only those exercises which were given to more than one age level. These overlapping exercises are then used to compare performance from age to age.

The median difference from the national percentage is calculated by finding, for each exercise, the difference between a group's performance and the national performance on a certain set of exercises. A group's median difference indicates the average relative performance of that group on that set of exercises.

Changes in Science Achievement

The initial national assessment of science took place in 1969-70, with about half of the science exercises being reassessed in 1972-73. The changes in science achievement, based on these repeated exercises, were classified under three objectives: know fundamental facts and principles of science, possess abilities and skills needed to engage in the process of science, and understand the investigative nature of science. Various topics within science were included, such as physics, earth science, and biology.

The charts compare the average group performances of 17-year-olds in the first and second assessments. The set of points at the left of each graph represents the relative positions of the groups in 1969-70 with the average national performance level as a reference point. Average group performances are plotted above and below the national level. The set of points to the right represents the 1972-73 average national level and group performance for 17-year-olds. The line connecting the points for each group suggests its trend in performance from 1969-70 to 1972-73.

Table 14 presents the mean percentages correct in both assessment years as well as the mean change in performance for groups of 9-, 13-, and 17-year-olds. For each age level the mean percentages correct in the two assessment years can be meaningfully compared, since performance on the same set of exercises is being compared. The mean differences are also interpretable since they indicate on the average how many percentage points a group gained or declined from 1969-70 to 1972-73 on the repeated exercises.

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*Means, rather than medians, are used to summarize the science change results. Analysis of change data is explained in a later section of the technical notes.

Reports on changes in science achievement are forthcoming. For additional information, contact National Assessment, 1860 Lincoln Street, Denver, Colo. 80203.

Achievement on Basic Skills

Reading. Exercises in the reading assessment were classified into eight themes. For the purposes of this report, the first four were identified as measuring basic skills; the remaining four, higher-ordered skills.

1. Word meanings - understand word meanings in isolation and in context.
2. Graphic materials - interpret drawings and pictures; read signs, labels, and forms; read charts, maps, and graphs.
3. Written directions - understand and carry out written directions.
4. Reference materials - know appropriate reference sources and use reference materials correctly.
5. Significant facts from passages - recognize and recall factual information and understand relationships among facts.
6. Main ideas and organization of passages - identify main ideas (topics and central thoughts) and discover organization.
7. Inferences - draw inferences from information given and from additional information known to the reader.
8. Critical reading - analysis of and reasoning from a passage; form an opinion about a passage.

A summary of the reading results can be found in National Assessment of Educational Progress, Report 02-R-30, *Recipes, Wrappers, Reasoning* and *Rate: A Digest of the First Reading Assessment* (Washington, D.C.: Government Printing Office, 1974).

Computational skills. These exercises were selected from the mathematics assessment. Additional exercises cover content areas such as algebraic expressions, geometry, probability and statistics, and consumer mathematics. Reports on the results of the mathematics assessment are in process. For more information on the mathematics assessment, contact National Assessment, 1860 Lincoln Street, Denver, Colo. 80203.

Writing mechanics. Each respondent in the writing assessment was asked to write an essay, which was scored on the basis of overall quality by trained scorers according to a previously established scale. A summary of the writing mechanics results, including a description of the procedures used for assigning quality scores and of the kinds of errors identified, can be found in National Assessment of Educational Progress, Report 8, *Writing Mechanics* (Washington, D.C.: Government Printing Office, 1972). Sample essays are printed in National Assessment of Educational Progress, Report 10, *Selected Essays and Letters* (Washington, D.C.: Government Printing Office, 1972).

Reading Achievement, by Selected Themes

The themes used in the reading assessment are defined in the preceding section.

Social Studies Achievement, by Selected Themes

The themes used in the social studies assessment were:

1. Skills - have the skills necessary to obtain information and to interpret information.
2. Knowledge - have knowledge of four subjects within the area of social studies: economics, geography, history, and political science.
3. Attitudes - have attitudes toward individual rights guaranteed by the First Amendment to the Constitution and toward the worth of the individual.

Further results from the social studies assessment can be found in National Assessment of Educational Progress, Report 03-SS-00, *The First Social Studies Assessment: An Overview* (Washington, D.C.: Government Printing Office, 1974).

Table 14.--Science achievement, by age group and other characteristics of participants: 1969–70 and 1972–73

Selected characteristics	Mean percentages of correct responses,[2] by age of participant and year								
	9-year-olds			13-year-olds			17-year-olds[1]		
	1969-70	1972-73	Diff.	1969-70	1972-73	Diff.	1969-70	1972-73	Diff.
National total	60.6	58.8	–1.8	58.8	56.9	–1.9	44.2	42.8	–1.4
Region:									
Northeast	62.9	60.5	–2.4	60.6	59.1	–1.5	46.6	44.6	–2.0
Southeast	55.2	54.8	–0.4	53.9	54.1	0.2	40.9	41.4	0.5
Central	62.1	60.2	–1.9	61.1	58.4	–2.8	44.0	43.0	–1.0
West	60.8	59.4	–1.4	58.4	55.5	–2.9	44.4	41.7	–2.7
Sex:									
Male	61.7	59.9	–1.8	61.0	59.0	–2.0	47.3	45.8	–1.5
Female	59.4	57.7	–1.7	56.7	54.7	–1.9	41.2	40.0	–1.2
Race:									
White	63.5	61.9	–1.6	62.0	60.2	–1.8	45.7	44.8	–0.9
Black	46.6	45.6	–1.0	44.0	40.7	–3.3	33.4	33.1	–0.3
Parental education:									
No high school	52.3	52.8	0.5	47.7	48.3	0.6	37.1	35.9	–1.2
Some high school	55.0	55.4	0.4	51.8	50.9	–0.9	39.0	37.0	–2.0
Graduate high school	61.0	59.9	–1.1	57.1	56.6	–0.5	42.7	41.6	–1.1
Post high school	66.4	64.5	–1.9	64.2	63.3	–0.9	48.2	47.0	–1.2
Size and type of community:									
Low metro	45.4	45.6	0.2	45.6	43.8	–1.8	37.0	35.1	–1.9
High metro	68.0	65.7	–2.3	64.7	63.7	–1.1	49.2	47.4	–1.8
Main big city	58.0	57.3	–0.7	54.9	54.5	–0.4	44.6	40.1	–4.5
Urban fringe	63.3	60.5	–2.8	61.5	57.6	–3.9	44.6	42.5	–2.1
Medium city	61.2	60.3	–0.9	61.1	58.0	–3.0	46.2	43.0	–3.2
Small places	61.2	59.6	–1.6	59.5	58.1	–1.4	43.3	44.0	0.7
Extreme rural	53.8	56.0	2.2	52.2	54.8	2.7	40.6	41.2	0.6

[1] In-school respondents only.

[2] Number of exercises used to calculate mean percent correct: age 9, 94 exercises; age 13, 69 exercises; age 17, 66 exercises.

NOTE.–For definitions, see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 15.--Reading achievement, by selected age group of participants and by selected theme: 1970–71

Theme	Age of participants					
	9-year-olds		13-year-olds		17-year-olds	
	Number of exercises[1]	Median percent correct	Number of exercises[1]	Median percent correct	Number of exercises[1]	Median percent correct
Word meanings	11	85	17	67	14	68
Graphic materials	19	85	50	79	41	86
Following directions	8	57	24	74	19	73
Reference materials	17	59	26	69	22	77

Table 16.--Mathematics achievement, by selected age group of participants and by selected theme: 1972–73

Theme	Age of participants					
	9-year-olds		13-year-olds		17-year-olds	
	Number of exercises[1]	Median percent correct	Number of exercises[1]	Median percent correct	Number of exercises[1]	Median percent correct
Computational skills	33	31	37	69	33	80

[1] Number of exercises used to calculate the median percent correct.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 17.--Reading achievement for 9-year-olds, by selected characteristics of participants: 1970–71

Selected characteristics	Median percent correct responses[1] for 9-year-olds
National total	**70**
Region:	
Northeast	74
Southeast	64
Central	74
West	69
Sex:	
Males	68
Females	73
Race:	
White	74
Black	51
Parental education:	
No high school	58
Some high school	63
Graduate high school	71
Post high school	78
Size and type of community:	
Low metro	54
High metro	80
Main big city	72
Urban fringe	74
Medium city	70
Small places	70
Extreme rural	65

[1] Number of exercises used to calculate median percent correct: 157.

NOTE.—For definitions see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

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Table 18.--Reading achievement for 9-year-olds, by selected theme and by selected characteristics of participants: 1970--71

Selected characteristics	Median percent correct responses[1] for 9-year-olds			
	Theme 1, word meanings	Theme 2, graphic materials	Theme 3, following directions	Theme 4, reference materials
National total	**85**	**85**	**57**	**59**
Region:				
Northeast	87	87	60	61
Southeast	78	79	49	56
Central	88	90	62	63
West	83	86	56	55
Sex:				
Males	83	83	53	58
Females	88	87	62	60
Race:				
White	89	89	61	62
Black	63	68	35	41
Petroleum education:				
No high school	70	76	46	44
Some high school	73	78	46	56
Graduate high school	87	86	58	61
Post high school	93	92	63	69
Size and type of community:				
Low metro	63	70	40	42
High metro	94	92	65	71
Main big city	85	88	58	59
Urban fringe	90	88	60	65
Medium city	83	85	58	62
Small places	84	85	59	59
Extreme rural	79	80	48	51

[1] Number of exercises used to calculate median percent correct: theme 1, 11 exercises; theme 2, 19 exercises; theme 3, 8 exercises; theme 4, 17 exercises.

NOTE.—For definitions, see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 19.--Social studies achievement for 13-year-olds, by selected characteristics of participants: 1971–72

Selected characteristics	Median percent correct responses[1] for 13-year-olds
National total	**66**
Region:	
Northeast	70
Southeast	62
Central	67
West	65
Sex:	
Males	66
Females	67
Race:	
White	68
Black	49
Parental education:	
No high school	54
Some high school	58
Graduate high school	66
Post high school	73
Size and type of community:	
Low metro	55
High metro	75
Main big city	64
Urban fringe	67
Medium city	66
Small places	65
Extreme rural	61

[1] Number of exercises used to calculate median percent correct: 130.

NOTE.–For definitions, see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 20.--Social studies achievement for 13-year-olds, by selected themes and by selected characteristics of participants: 1971–72

Selected characteristics	Median percent correct responses[1] for 13-year-olds		
	Theme 1 Skills	Theme 2 Knowledge	Theme 3 Attitudes
National total	**77**	**60**	**64**
Region:			
Northeast	81	63	71
Southeast	73	56	60
Central	78	60	67
West	73	59	62
Sex:			
Males	74	62	62
Females	78	58	69
Race:			
White	80	63	67
Black	61	44	48
Parental education:			
No high school	68	49	47
Some high school	70	52	56
Graduate high school	76	60	65
Post high school	84	64	75
Size and type of community:			
Low metro	67	50	55
High metro	83	65	76
Main big city	75	59	63
Urban fringe	81	61	66
Medium city	77	60	66
Small places	74	60	63
Extreme rural	73	55	59

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[1] Number of exercises used to calculate median percent correct: theme 1, 51 exercises; theme 2, 70 exercises; theme 3, 19 exercises.

NOTE.–For definitions, see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 21.--Social studies achievement on attitudes, by age and by size and type of community: 1971–72

Size and type of community	Median percentages of correct responses,[1] by age of participant			
	9-year-olds	13-year-olds	17-year-olds	Young adults (ages 26-35)
Low metro	73.2	54.6	72.9	66.3
High metro	80.9	75.7	84.6	82.3
Main big city	77.6	63.2	77.9	77.3
Urban fringe	77.0	66.0	76.5	76.7
Medium city	78.2	65.8	79.8	76.4
Small places	78.8	62.9	78.2	74.8
Extreme rural	75.5	58.6	74.8	69.9

[1] Number of exercises used to calculate the median percent correct: age 9, 14 exercises; age 13, 19 exercises; age 17, 28 exercises; and young adults, 25 exercises.

NOTE.–For definitions, see Technical Notes.

SOURCE: National Assessment of Educational Progress, Education Commission of the States, Denver, Colo., unpublished data.

Table 22.--Aspirations and attitudes of high school seniors, by type of curriculum: Spring 1972

Selected questions	Percent in high school program answering questions as indicated		
	Academic	General	Vocational
How important is each of the following to you in selecting a job or career? Indicating "very important":			
Opportunities to be helpful to others or useful to society	57.4	50.3	48.4
Opportunities to work with people rather than things	52.7	46.5	45.1
Opportunities to be original and creative	42.2	38.6	34.0
Making a lot of money	17.0	26.5	26.1
How much do you agree with each of the following statements about your high school? Agreeing:			
School should have provided more help for students having trouble with subjects like math and reading	87.6	90.5	90.0
School should help students find jobs when they leave school	77.6	75.0	79.3
Most required courses here are a waste ot time	47.5	52.9	53.3
School gave me new ideas about the type of work I wanted to do	50.3	52.2	64.7
How much has each of the following interfered with your education at this school? Indicating "somewhat" or "a great deal":			
Poor study habits	53.7	63.0	56.6
School doesn't offer the courses I want to take	50.0	55.5	45.3
Poor teaching	53.6	49.1	44.9
Don't feel part of the school	31.4	43.3	41.2
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	23.2	35.9	35.6
Parents aren't interested in my education	13.0	31.8	29.6

NOTE.–Data are based upon weighted results of a sample survey of almost 18,000 high school seniors and about 1,800 staff members who counseled 12th-grade students.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

Table 23.--High school graduates as a percent of 17-year-olds: selected years, 1963–64 to 1977–78

School year	High school graduates[1] (*in thousands*)	Population 17-year-old[2] (*in thousands*)	Graduates as percent of population
1963-64	2,290	3,001	76.3
1965-66	2,632	3,515	74.9
1967-68	2,702	3,521	76.7
1969-70	2,896	3,825	75.7
1971-72	3,006	3,957	76.0
1972-73[3]	3,037	4,024	75.5
1973-74[3]	3,095	4,096	75.6
1974-75[3]	3,119	4,188	74.5
1975-76[3]	3,130	4,194	74.6
1976-77[3]	3,148	4,218	74.6
1977-78[3]	3,133	4,248	73.8

[1] Includes graduates of public and nonpublic schools.

[2] Data from the Bureau of the Census.

[3] National Center for Education Statistics estimates based on projections by the Bureau of the Census.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools, Fall 1973; Statistics of Nonpublic Elementary and Secondary Schools,* and unpublished data.

Table 24.--Annual advanced placement program participation: 1963–64 to 1973–74

Year	Schools	Students taking examinations	Number of examinations taken	Colleges
1963-64	2,086	28,874	37,829	888
1964-65	2,369	34,278	45,110	994
1965-66	2,518	38,178	50,104	1,076
1966-67	2,746	42,383	54,812	1,133
1967-68	2,863	46,917	60,674	1,193
1968-69	3,095	53,363	69,418	1,288
1969-70	3,186	55,442	71,495	1,368
1970-71	3,342	57,850	74,409	1,382
1971-72	3,397	58,828	75,199	1,483
1972-73	3,240	54,778	70,651	1,437
1973-74	3,357	60,863	79,036	1,484

SOURCE: College Entrance Examination Board, *Advanced Placement Examinations, 1974.* Reprinted with permission.

Table 25.--Participation in Advanced Placement Examinations, by State: 1973 and 1974

State	Total Population[1] (thousands) 1973-1974	Number of schools (thousands)	Percent of schools in Advanced Placement (AP)		AP Exams per 100,000 population	
			1973	1974	1973	1974
Totals	203,185	21,523	15	15	34	38
Alabama	3,444	572	1	2	1	2
Alaska	302	54	6	5	24	28
Arizona	1,772	154	12	16	16	19
Arkansas	1,923	431	1	1	2	1
California	19,956	1,292	26	26	40	48
Colorado	2,207	285	13	15	66	66
Connecticut	3,032	268	46	44	74	76
Delaware	548	49	39	37	91	103
District of Columbia	757	66	27	23	71	69
Florida	6,789	467	16	16	26	30
Georgia	4,590	543	4	5	14	18
Hawaii	770	64	19	20	53	73
Idaho	713	128	2	3	2	2
Illinois	11,114	923	19	18	46	50
Indiana	5,194	459	6	6	7	8
Iowa	2,825	518	4	3	7	6
Kansas	2,249	454	4	4	10	13
Kentucky	3,219	366	6	6	11	15
Louisiana	3,643	630	1	1	6	3
Maine	994	159	13	16	15	15
Maryland	3,922	262	40	41	42	55
Massachusetts	5,689	520	32	32	67	72
Michigan	8,375	758	14	15	28	32
Minnesota	3,805	553	6	7	10	10
Mississippi	2,217	479	12	1	.3	.7
Missouri	4,677	625	6	6	24	24
Montana	694	188	2	2	3	3
Nebraska	1,484	390	4	3	11	13
Nevada	489	51	2	4	1	1
New Hampshire	738	107	22	22	50	[illegible]
New Jersey	7,168	511	42	42	47	50
New Mexico	1,016	142	4	3	6	5
New York	18,191	1,371	37	40	86	97
North Carolina	5,082	522	6	7	12	14
North Dakota	618	274	.7	.7	3	2
Ohio	10,652	952	20	21	40	40
Oklahoma	2,559	507	1	1	3	3
Oregon	2,091	275	16	15	22	26
Pennsylvania	11,794	952	23	24	39	44
Rhode Island	950	70	36	31	35	37
South Carolina	2,591	378	6	9	9	18
South Dakota	666	222	.9	.5	2	3
Tennessee	3,924	442	13	15	29	36
Texas	11,197	1,336	6	9	14	17
Utah	1,059	95	42	41	162	182

Table 25.--Participation in Advanced Placement Examinations, by State: 1973 and 1974—Continued

State	Total Population[1] (thousands) 1973-1974	Number of schools (thousands)	Percent of schools in Advanced Placement (AP)		AP Exams per 100,000 population	
			1973	1974	1973	1974
Vermont	[illegible]45	81	20	21	26	18
Virginia	4,648	417	22	24	39	46
Washington	3,409	359	7	7	8	10
West Virginia	1,744	209	5	5	8	8
Wisconsin	4,418	518	5	5	6	7
Wyoming	332	75	5	3	20	9

[1] Data from U.S. Department of Commerce, "Population Estimates and Projections," June 7, 1971.

SOURCE: College Entrance Examination Board "State Summary Report, May 1974 Advanced Placement Examinations." Reprinted with permission.

Table 26.--Expenditures (1973-74 dollars) of public and nonpublic elementary and secondary schools: 1971-72 to 1977-78

(In billions of dollars)

Year and control	Expenditures[1]			
	Total	Current expenditures	Capital outlay	Interest
(1)	(2)	(3)	(4)	(5)
1971-72:				
Total	$62.8	$55.1	$5.9	$1.8
Public	56.5	49.6	5.3	1.6
Nonpublic	6.3	5.5	.6	.2
1972-73:				
Total	64.9	58.1	4.9	1.9
Public	58.5	52.4	4.4	1.7
Nonpublic	6.4	5.7	.5	.2
1973-74:				
Total	63.1	56.7	5.5	1.9
Public	56.9	50.2	5.0	1.7
Nonpublic	6.2	5.5	.5	.2
		Projected		
1974-75:				
Total	64.8	57.6	5.3	1.9
Public	58.5	52.0	4.8	1.7
Nonpublic	6.3	5.6	.5	.2
1975-76:				
Total	66.9	59.8	5.1	2.0
Public	60.4	54.0	4.6	1.8
Nonpublic	6.5	5.8	.5	.2
1976-77:				
Total	68.7	61.7	4.9	2.1
Public	62.1	55.8	4.4	1.9
Nonpublic	6.6	5.9	.5	.2
1977-78:				
Total	70.4	63.4	4.8	2.2
Public	63.6	57.3	4.3	2.0
Nonpublic	6.8	6.1	.5	.2

[1] Nonpublic school expenditures estimated on the basis of expenditures per teacher in public schools.

NOTE.--Data are for 50 States and the District of Columbia.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84*, 1974 edition.

Table 27.--Current expenditures, allocated to pupil costs, of public school systems: 1971–72 to 1977–78

Year	Average daily attendance (in thousands)	Total (in billions)		Per pupil in average daily attendance	
		Current dollars	1973-74 dollars	Current dollars	1973-74 dollars
(1)	(2)	(3)	(4)	(5)	(6)
1971-72	42,254	$41.8	$47.4	$989.67	$1,122
1972-73	42,170	45.4	49.5	1,074.00	1,173
1973-74	42,000	48.1	48.1	1,147.00	1,147
			Projected		
1974-75	41,600	54.5	50.0	1,310.00	1,202
1975-76	41,300		51.9		1,257
1976-77	40,900		53.1		1,312
1977-78	40,300		55.1		1,367

NOTE.–Data are for 50 States and the District of Columbia for all years. The expenditures shown in this table include current expenditures for administration of State boards of education and intermediate administrative units.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983–84,* 1974 edition.

Table 28.--Operational expenditures per classroom unit: 1959–60 and 1969–70

Expenditure per classroom unit	1959-60		1969-70	
	Percent	Cumulative percent	Percent	Cumulative percent
1	2	3	4	5
Total				
$26,000 and over			1.77	100.00
$25,800-$25,999			.05	98.23
$25,600-$25,799			.08	98.18
$25,400-$25,599			.09	98.10
$25,200-$25,399			.13	98.02
$25,000-$25,199			.16	97.89
$24,800-$24,999			.16	97.74
$24,600-$24,799			.10	97.58
$24,400-$24,599			.06	97.48
$24,200-$24,399			.14	97.43
$24,000-$24,199			.04	97.29
$23,800-$23,999			.10	97.25
$23,600-$23,799			.17	97.15
$23,400-$23,599			.13	96.98
$23,200-$23,399			.09	96.85
$23,000-$23,199			.12	96.77
$22,800-$22,999			.06	96.65
$22,600-$22,799			2.65	96.58
$22,400-$22,599			.44	93.93
$22,200-$22,399			.12	93.49
$22,000-$22,199			.22	93.37
$21,800-$21,999			.73	93.15
$21,600-$21,799			.42	92.42
$21,400-$21,599			.36	91.99
$21,200-$21,399			.19	91.63
$21,000-$21,199			.26	91.45
$20,800-$20,999			.43	91.19
$20,600-$20,799			.50	90.75
$20,400-$20,599			.49	90.25
$20,200-$20,399			.17	89.76
$20,000-$20,199			.34	89.59
$19,800-$19,999			.44	89.26
$19,600-$19,799			.44	88.82
$19,400-$19,599			.66	88.38
$19,200-$19,399			.46	87.72
$19,000-$19,199			.54	87.26
$18,800-$18,999			2.10	86.72
$18,600-$18,799			.63	84.82
$18,400-$18,599			.60	84.00
$18,200-$18,399			.45	83.40
$18,000-$18,199			.80	82.95

Table 28.--Operational expenditures per classroom unit: 1959–60 and 1969–70–(Continued)

Expenditure per classroom unit	1959-60		1969-70	
	Percent	Cumulative percent	Percent	Cumulative percent
1	2	3	4	5
Total				
$17,800-$17,999			.84	82.15
$17,600-$17,799			.62	81.30
$17,400-$17,599			.42	80.68
$17,200-$17,399			.99	80.25
$17,000-$17,199			.70	79.26
$16,800-$16,999			1.18	78.56
$16,600-$16,799			.83	77.38
$16,400-$16,599			.49	76.54
$16,200-$16,399			1.46	76.05
$16,000-$16,199			2.38	74.59
$15,800-$15,999			1.13	72.20
$15,600-$15,799			1.23	71.08
$15,400-$15,599			2.13	69.85
$15,200-$15,399			3.01	67.72
$15,000-$15,199	.67	99.99	1.90	64.71
$14,800-$14,999	.03	99.31	1.76	62.81
$14,600-$14,799	.02	99.28	2.13	61.05
$14,400-$14,599	.12	99.25	1.74	58.92
$14,200-$14,399	.20	99.13	1.59	57.18
$14,000-$14,199	.24	98.92	1.74	55.59
$13,800-$13,999	.08	98.66	1.23	53.85
$13,600-$13,799	.09	98.58	2.11	52.62
$13,400-$13,599	.26	98.49	1.96	50.51
$13,200-$13,399	.12	98.22	2.75	48.55
$13,000-$13,199	.35	98.09	1.73	45.80
$12,800-$12,999	.19	97.74	1.93	44.07
$12,600-$12,799	.17	97.54	1.67	42.13
$12,400-$12,599	.20	97.37	1.34	40.46
$12,200-$12,399	2.92	97.16	2.52	39.12
$12,000-$12,199	.45	94.24	1.86	36.59
$11,800-$11,999	.85	93.78	2.03	34.74
$11,600-$11,799	.55	92.92	2.35	32.71
$11,400-$11,599	.92	92.37	1.83	30.36
$11,200-$11,399	.67	91.44	1.53	28.53
$11,000-$11,199	1.02	90.77	2.55	26.99
$10,800-$10,999	2.01	89.75	2.01	24.43
$10,600-$10,799	1.67	87.74	1.92	22.42
$10,400-$10,599	2.68	86.06	2.20	20.50
$10,200-$10,399	1.58	83.38	1.70	18.30
$10,000-$10,199	1.70	81.80	1.57	16.60

Table 28.--Operational expenditures per classroom unit: 1959–60 and 1969–70–(Continued)

Expenditure per classroom unit	1959-60		1969-70	
	Percent	Cumulative percent	Percent	Cumulative percent
1	2	3	4	5
Total				
$9,800-$9,999	1.61	80.09	1.66	15.03
$9,600-$9,799	4.12	78.48	1.46	13.36
$9,400-$9,599	1.86	74.35	1.37	11.89
$9,200-$9,399	2.18	72.49	1.02	10.53
$9,000-$9,199	1.66	70.30	.93	9.50
$8,800-$8,999	1.64	68.64	1.00	8.57
$8,600-$8,799	2.13	67.00	.57	7.58
$8,400-$8,599	2.55	64.86	1.75	7.01
$8,200-$8,399	3.53	62.30	1.03	6.26
$8,000-$8,199	2.20	58.77	.74	5.22
$7,800-$7,999	2.69	56.56	.74	4.48
$7,600-$7,799	2.11	53.87	.34	3.74
$7,400-$7,599	3.41	51.75	.46	3.40
$7,200-$7,399	3.39	48.33	.67	2.94
$7,000-$7,199	3.53	44.94	.34	2.28
$6,800-$6,999	2.83	41.41	.14	1.94
$6,600-$6,799	2.81	38.57	.25	1.80
$6,400-$6,599	2.40	35.76	.25	1.54
$6,200-$6,399	2.63	33.36	.39	1.29
$6,000-$6,199	2.17	30.72	.11	.90
$5,800-$5,999	2.48	28.54	.16	.79
$5,600-$5,799	2.11	26.06	.11	.63
$5,400-$5,599	2.43	23.95	.05	.52
$5,200-$5,399	2.79	21.51	.01	.47
$5,000-$5,199	1.84	18.71	.05	.47
$4,800-$4,999	1.83	16.87	.13	.42
$4.600-$4,799	2.18	15.03	.04	.29
$4,400-$4,599	2.36	12.85	.00	.24
$4,200-$4,399	2.21	10.48	.00	.24
$4,000-$4,199	2.00	8.27	.00	.24
$3,800-$3,999	1.68	6.26	.18	.24
$3,600-$3,799	1.37	4.57	.02	.07
$3,400-$3,599	1.29	3.20	.00	.04
$3,200-$3,399	.84	1.90	.00	.04
$3,000-$3,199	.49	1.05	.01	.04
$2,800-$2,999	.27	.56	.00	.03
$2,600-$2,799	.13	.28	.00	.03
$2,400-$2,599	.07	.15	.01	.02
$2,200-$2,399	.04	.08	.00	.02
$2,000-$2,199	.02	.01	.01	.01
$1,800-$1,999	.01	.01	(1)	(1)

[1] Less than 0.005 percent.

NOTE.–Because of reading, detail may not add to totals.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics *Profiles in School Support, 1969-70* (1974).

Table 29.--Range of operational expenditures per classroom unit at selected percentiles, by State: 1969–70

(Ranked by amount in col. 4)

State	Selected percentiles				
	2nd	35th	50th	75th	98th
1	2	3	4	5	6
United States	$7,045	$11,035	$13,531	$16,289	$25,381
New York	8,212	20,107	22,663	22,663	31,131
Alaska	13,559	18,109	18,156	18,965	22,086
New Jersey	11,550	15,787	17,814	20,414	25,102
Michigan	10,436	13,634	16,473	18,973	26,520
Oregon	11,943	14,760	16,400	16,958	19,205
Maryland	12,416	14,506	15,791	16,382	20,707
Connecticut	10,745	14,172	15,495	18,782	25,025
Washington	10,624	13,494	15,438	17,418	19,925
California	11,969	14,225	15,289	16,320	27,182
Massachusetts	11,393	13,847	15,272	18,011	24,247
Illinois	6,581	12,612	15,257	18,973	24,453
Rhode Island	11,594	13,391	15,132	16,666	22,134
Minnesota	9,800	13,404	15,035	17,114	20,584
Iowa	9,860	13,410	14,601	16,092	24,977
Wisconsin	10,446	12,672	14,217	15,531	18,587
Pennsylvania	11,133	12,736	14,075	16,370	21,809
Montana	6,926	10,577	13,842	18,509	27,144
Delaware	10,800	13,104	13,669	15,905	21,538
Arizona	5,812	12,108	13,636	14,965	18,596
Nevada	13,097	13,344	13,344	13,515	17,708
Ohio	8,939	11,185	13,178	15,524	20,005
Wyoming	7,577	12,938	13,160	14,310	18,458
Colorado	9,446	11,848	13,131	15,058	16,308
Indiana	8,642	11,414	13,112	14,565	17,386
Florida	10,076	12,242	12,864	14,698	16,933
Kansas	9,643	11,371	12,594	13,316	20,414
Maine	6,647	10,718	12,255	13,511	16,723
Vermont	2,465	7,071	12,142	15,811	18,610
Missouri	6,962	10,058	11,965	13,730	17,446
Nebraska	6,946	10,869	11,719	13,126	15,357
North Carolina	8,912	10,558	11,670	12,918	14,437
Utah	10,317	11,383	11,404	12,259	13,133
Virginia	8,687	10,184	11,371	14,754	19,163
New Hampshire	6,210	10,334	11,344	12,403	19,020
Louisiana	8,914	10,436	11,190	12,053	13,702
New Mexico	9,934	10,829	11,117	11,681	15,974
West Virginia	9,118	9,862	10,852	11,919	13,775
Idaho	7,902	9,830	10,750	11,256	12,358
South Dakota	7,112	9,454	10,708	11,706	14,493
South Carolina	4,794	9,971	10,660	11,075	12,548

Table 29.--Range of operational expenditures per classroom unit at selected percentiles, by State: 1969-70–Continued

(Ranked by amount in col. 4)

State	Selected percentiles				
	2nd	35th	50th	75th	98th
1	2	3	4	5	6
Georgia	8,366	9,777	10,498	12,056	15,453
North Dakota	7,316	9,734	10,486	11,492	15,552
Kentucky	7,218	9,595	10,374	11,781	14,276
Texas	7,212	9,161	9,940	10,992	15,054
Oklahoma	5,984	8,305	9,371	10,423	13,139
Mississippi	5,455	7,656	9,035	10,508	12,941
Tennessee	6,375	7,762	8,786	10,139	14,875
Arkansas	5,081	7,291	8,097	8,871	10,136
Alabama	4,924	6,357	7,861	8,596	10,006

NOTE.–The District of Columbia and Hawaii are not included because each operated as a single school system in 1969-70 with only a single expenditure per classroom unit. They are, however, included in data for the United States.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Profiles in School Support, 1969-70* (1974).

Table 30.--Federal expenditures[1] in federally aided programs for elementary and secondary education,[2] by pupil participant category: 1971-72[3]

Pupil participant category[4]	Number of participants[5]	Federal expenditures[6]		
		Dollars (in thousands)	Percent	Per participant
National total	45,491,470	$2,884,082	100.0	$ 63.40
Children from low-income areas	6,986,858	1,621,783	56.2	232.12
Handicapped children	404,377	90,784	3.1	224.50
Children from non-english-speaking environment	318,527	57,564	2.0	180.72
Migrant children	135,549	37,105	1.3	273.74
Neglected and delinquent children	85.714	24,802	.9	289.36
General elementary and secondary population	36,352,508	901,401	31.3	24.80
Dropouts and potential dropouts	163,896	34,836	1.2	212.55
Adults receiving basic education	558,955	115,805	4.0	110.92
Other adults	485,086			

[1] Federal funds expended by local education agencies.

[2] Includes Office of Education and other agency programs.

[3] Regular school term 1971-72 and summer school term 1972.

[4] Pupils may be counted in more than one category.

[5] Includes public and nonpublic school pupils.

[6] Excludes Federal funds for school districts in federally affected areas.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Consolidated Program Information Report, unpublished data.

Table 31.--Federal expenditures for participants in selected federally aided programs, by source of funds and by pupil population group: 1971–72

(In thousands of dollars)

Pupil population group	Source of funds						
	Total federal expenditures[1]	ESEA, title I		ESEA, title II	ESEA, title III	FHA, part B	ESEA, title VII
		Migrant program	Low income and institutions				
Total expenditures	$2,884,082	$32,289	$1,298,876	$71,747	$76,134	$21,635	$20,071
Children from low-income areas	1,621,783	81	1,208,001	11,428	11,648	843	581
Handicapped children	90,784	7	34,528	455	10,651	20,525	619
Children from non-English-speaking environment	57,564	16	27,730	523	315	141	17,822
Migrant children	37,105	32,111	684	172	21	0	197
Neglected and delinquent children	24,802	0	15,397	751	20	115	0
General elementary and secondary children	901,401	0	7,610	57,803	50,984	0	248
Dropouts, potential dropouts, and former dropouts	34,836	0	3,408	374	1,789	0	152
Adults (A.B.E. and other)	115,805	73	1,519	241	705	5	452

Pupil population group	ESEA, title VIII	NDEA, title III	CPA title IV	Follow through	Vocational education acts (elementary and secondary)	Adult basic education (P.L. 89-750)	Other federal sources
Total expenditures	$8,208	$46,036	$6,980	$49,775	$229,900	$36,774	$985,657
Children from low-income areas	76	6,403	1,288	46,856	47,307	0	287,266
Handicapped children	4	195	12	132	10,790	5	12,862
Children from non-English-speaking environment	0	216	178	1,171	372	0	9,080
Migrant children	0	55	120	10	411	0	3,325
Neglected and delinquent children	6	911	797	54	1,562	0	5,188
General elementary and secondary children	376	37,908	4,542	1,552	143,822	349	596,207
Dropouts, potential dropouts, and former dropouts	7,747	38	0	0	8,499	113	12,716
Adults (A.B.E. and other)	0	311	43	0	17,137	36,307	59,012

[1] Excludes school assistance in federally affected areas; P.L. 81-874 and P.L. 81-815 funds are considered State and local funds for purposes of this report.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics *Consolidated Program Information Report,* unpublished data.

Table 32.--Current expenditures for salaries of instructional staff in regular public elementary and secondary schools: 1971–72 to 1977–78

Year	Number of instructional staff (in thousands)	Salaries of instructional staff			
		Average annual salary		Total (in billions)	
		Current dollars	1973-74 dollars	Current dollars	1973-74 dollars
1971-72	2,288	$10,100	$11,450	$23.1	$26.2
1972-73	2,333	10,608	11,560	24.7	27.0
1973-74	2,369	11,253	11,253	26.5	26.7
			PROJECTED		
1974-75	2,376	12,531	11,000	29.7	27.3
1975-76	2,387		11,800		28.2
1976-77	2,394		12,000		28.7
1977-78	2,382		12,300		29.3

NOTE.–Data are for 50 states and the District of Columbia for all years.

SOURCE: U.S. Dept. of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84*, 1974 Edition.

Table 33.--Per-pupil current expenditures for school districts serving large cities: 1966–67, 1971–72, 1972–73 and 1976–77

City	State	1966-67	1971-72	1972-73	1976-77		Percent change	
					Projected by amount[3]	Projected by rate[3]	1966-67 to 1971-72	1971-72 to 1972-73
Birmingham	AL	$316	$558	$598	$800	$985	76.58	7.17
Mobile	AL	302	465	NA	628	716	53.97	NA
Phoenix	AZ	629	904	971	1,179	1,299	43.72	7.41
Tucson	AZ	523	688	744	853	905	31.55	8.14
Fresno	CA	504	845	NA	1,186	1,417	67.66	NA
Long Beach	CA	614	928	NA	1,242	1,403	51.14	NA
Los Angeles	CA	601	918	968	1,235	1,402	52.75	5.45
Oakland	CA	660	1,105	NA	1,550	1,850	67.42	NA
Sacramento	CA	600	877	NA	1,154	1,282	46.17	NA
San Diego	CA	582	903	NA	1,224	1,401	55.15	NA
San Francisco	CA	693	1,551	1,490	2,409	3,471	123.81	–3.93
San Jose	CA	634	1,001	NA	1,368	1,580	57.89	NA
Denver	CO	579	1,012	1,103	1,445	1,769	74.78	8.99
Bridgeport	CT	592	1,005	960	1,418	1,706	69.76	–4.48
Hartford	CT	749	1,230	1,473	1,711	2,020	64.22	19.76
Washington	DC	648	1,056	1,191	1,464	1,721	62.96	12.78
Miami	FL	514	862	1,020	1,210	1,446	67.70	18.33
Jacksonville	FL	400	702	784	1,004	1,232	75.50	11.68
Tampa	FL	338	778	841	1,218	1,791	130.18	8.10
St. Petersburg	FL	416	781	806	1,146	1,466	87.74	3.20
Atlanta	GA	448	960	1,294	1,472	2,057	114.29	34.79
Columbus	GA	383	597	NA	811	931	55.87	NA
Honolulu	HI	576	911	1,123	1,246	1,441	58.16	23.27
Chicago	IL	571	1,079	NA	1,587	2,039	88.97	NA
Ft. Wayne	IN	471	858	894	1,245	1,563	82.17	4.20
Gary	IN	556	978	959	1,400	1,720	75.90	–1.94
Indianapolis	IN	505	812	869	1,119	1,306	60.79	7.02
Des Moines	IA	504	972	1,016	1,440	1,875	92.86	4.53
Kansas City	KS	374	687	NA	1,000	1,262	83.69	NA
Wichita	KS	460	798	859	1,136	1,38[illegible]	73.48	7.64
Louisville	KY	446	690	754	934	1,067	54.71	9.28
Shreveport	LA	417	757	785	1,097	1,374	81.53	3.70
Baton Rouge	LA	477	748	751	1,019	1,173	56.81	.40
New Orleans	LA	485	730	760	975	1,099	50.52	4.11
Baltimore	MD	544	871	945	1,198	1,395	60.11	8.50
Boston	MA	552	1,125	1,205	1,698	2,293	103.80	7.11
Springfield	MA	473	967	953	1,461	1,977	104.44	–1.45
Worcester	MA	524	1,098	1,163	1,672	2,301	109.54	5.92
Detroit	MI	530	1,082	1,110	1,634	2,209	104.15	2.59
Flint	MI	576	1,134	1,238	1,692	2,233	96.87	9.17
Grand Rapids	MI	478	1,158	NA	1,838	2,805	142.26	NA
Minneapolis	MN	580	1,214	1,432	1,848	2,541	109.31	17.96
St. Paul	MN	579	1,195	1,343	1,811	2,466	106.39	12.38
Jackson	MS	328	758	806	1,188	1,752	131.10	6.33
Kansas City	MO	523	895	962	1,267	1,532	71.13	7.49
St. Louis	MO	525	852	942	1,179	1,383	62.29	10.56
Omaha	NB	394	777	NA	1,160	1,532	97.21	NA
Jersey City	NJ	536	1,032	1,101	1,528	1,987	92.54	6.69
Newark	NJ	598	1,168	1,342	1,738	2,281	95.32	14.90
Paterson	NJ	546	929	972	1,312	1,581	70.15	4.63
Albuquerque	NM	430	634	666	838	935	47.44	5.05
Buffalo	NY	649	1,342	NA	2,035	2,775	106.78	NA
New York	NY	854	1,454	1,514	2,054	2,476	70.26	4.13

See footnotes at end of table

Table 33.--Per-pupil current expenditures for school districts serving large cities: 1966–67, 1971–72, 1972–73 and 1976–77–(Continued)

City	State	1966-67	1971-72	1972-73	1976-77		Percent change	
					Projected by amount^3	Projected by rate^3	1966-67 to 1971-72	1971-72 to 1972-73
Rochester	NY	809	1,620	NA	2,431	3,244	100.25	NA
Syracuse	NY	713	1,294	NA	1,875	2,348	81.49	NA
Charlotte	NC	443	771	837	1,099	1,342	74.04	8.56
Akron	OH	496	850	1,004	1,204	1,457	71.37	18.12
Cincinnati	OH	560	849	988	1,138	1,287	51.61	16.37
Cleveland	OH	559	1,016	1,055	1,473	1,847	81.75	3.84
Columbus	OH	487	805	933	1,123	1,331	65.30	15.90
Dayton	OH	558	1,032	1,212	1,506	1,909	84.95	17.44
Toledo	OH	511	852	998	1,193	1,421	66.73	17.14
Oklahoma City	OK	398	637	688	876	1,020	60.05	8.01
Tulsa	OK	420	691	711	962	1,137	64.52	2.89
Portland	OR	574	1,034	1,162	1,494	1,863	80.14	12.38
Philadelphia	PA	617	1,102	1,313	1,587	1,968	78.61	19.15
Pittsburgh	PA	680	1,259	NA	1,838	2,331	85.15	NA
Knoxville	TN	423	735	721	1,047	1,277	73.76	–1.90
Memphis	TN	378	604	733	830	965	59.79	21.36
Nashville	TN	427	754	780	1,081	1,331	76.58	3.45
Austin	TX	438	682	728	926	1,062	55.71	6.74
Corpus Christi	TX	399	575	646	751	829	44.11	12.35
Dallas	TX	394	690	802	986	1,208	75.13	16.23
El Paso	TX	447	623	663	799	868	39.37	6.42
Ft. Worth	TX	424	612	698	800	883	44.34	14.05
Houston	TX	404	651	674	898	1,049	61.14	3.53
San Antonio	TX	378	583	606	788	899	54.23	3.95
Salt Lake City	UT	506	684	761	862	925	35.18	11.26
Norfolk	VA	425	833	926	1,241	1,633	96.00	11.16
Richmond	VA	470	943	985	1,416	1,892	100.64	4.45
Seattle	WA	607	1,183	NA	1,759	2,306	94.89	NA
Spokane	WA	618	921	NA	1,224	1,373	49.03	NA
Tacoma	WA	636	1,147	NA	1,658	2,069	80.35	NA
Madison	WI	516	1,007	1,132	1,498	1,965	95.16	12.41
Milwaukee	WI	460	941	1,051	1,422	1,925	104.57	11.69

[1] Projected.

[2] On the basis of the amount of increase in per-pupil current expenditures between 1966-67 and 1971-72.

[3] On the basis of the rate of increase in per-pupil current expenditures between 1966-67 and 1971-72.

NOTE.–NA = Not available.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data, adjusted by Syracuse University Research Corporation, Policy Institute.

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Table 34.--Average daily membership for school districts serving large cities: 1966–77, 1971–72, 1972–73 and 1976–77

City	State	1966-67	1971-71	1972-73	1976-77		Percent change	
					Projected by amount[1]	Projected by rate[2]	1966-67 to 1971-72	1971-72 to 1972-73
Birmingham	AL	68,317	58,582	56,444	48,847	50,234	–14.25	–3.65
Mobile	AL	76,060	66,052	63,561	56,044	57,361	–13.16	–3.77
Phoenix	AZ	25,462	27,312	26,537	29,162	29,296	7.27	–2.84
Tucson	AZ	35,032	43,087	43,480	51,142	52,994	22.99	.91
Fresno	CA	58,960	57,324	58,313	55,688	55,733	–2.77	1.73
Long Beach	CA	73,300	67,805	65,582	62,310	62,722	–7.50	–3.28
Los Angeles	CA	633,620	628,902	616,709	624,184	624,219	–.74	–1.94
Oakland	CA	62,847	62,533	62,007	62,219	62,221	–.50	–.84
Sacramento	CA	50,607	49,638	53,056	48,669	48,688	–1.91	6.89
San Diego	CA	121,495	131,059	131,846	140,623	141,376	7.87	.60
San Francisco	CA	92,019	76,267	75,305	60,515	63,211	–17.12	–1.26
San Jose	CA	32,320	38,557	38,323	44,794	45,998	19.30	–.61
Denver	CO	94,259	92,396	89,611	90,533	90,570	–1.98	–3.01
Bridgeport	CT	25,260	24,782	24,502	24,304	24,313	–1.89	–1.13
Hartford	CT	26,866	29,665	28,816	32,464	32,756	10.42	–2.86
Washington	DC	143,620	141,733	134,529	139,846	139,871	–1.31	–5.08
Miami	FL	209,663	246,377	241,194	283,091	289,520	17.51	–2.10
Jacksonville	FL	118,894	116,078	111,604	113,262	113,329	–2.37	–3.85
Tampa	FL	95,443	102,853	105,299	110,263	110,838	7.76	2.38
St. Petersburg	FL	72,002	86,648	89,640	101,294	104,273	20.34	3.45
Atlanta	GA	111,085	102,335	96,251	93,585	94,274	–7.88	–5.95
Columbus	GA	43,067	40,105	38,361	37,143	37,347	–6.88	–4.35
Honolulu	HI	166,118	182,535	179,091	198,952	200,574	9.88	–1.89
Chicago	IL	558,894	532,828	521,653	506,762	507,978	–4.66	–2.10
Ft. Wayne	IN	38,928	42,900	42,67[illegible]	46,872	47,277	10.20	–.52
Gary	IN	47,719	44,490	43,153	41,261	41,480	–6.77	–3.01
Indianapolis	IN	104,799	100,151	95,365	95,503	95,709	–4.44	–4.78
Des Moines	IA	45,316	43,257	42,196	41,198	41,292	–4.54	–2.45
Kansas City	KS	35,205	33,307	31,718	31,409	31,511	–5.39	–4.77
Wichita	KS	69,150	57,981	55,403	46,812	48,616	–16.15	–4.45
Louisville	KY	49,188	49,680	47,458	50,172	50,177	1.00	–4.47
Shreveport	LA	57,574	51,541	51,475	45,568	46,140	–10.48	–.13
Baton Rouge	LA	58,946	66,108	69,917	73,270	74,140	12.15	5.76
New Orleans	LA	106,045	105,294	101,514	104,543	104,548	–.71	–3.59
Baltimore	MD	190,371	182,897	179,584	175,423	175,716	–3.93	–1.81
Boston	MA	90,726	95,301	93,609	99,876	100,107	5.04	–1.78
Springfield	MA	31,475	31,165	30,475	30,855	30,858	–.98	–2.21
Worcester	MA	31,783	29,888	28,874	27,993	28,106	–5.96	–3.39
Detroit	MI	299,963	266,193	259,056	232,423	236,225	–11.26	–2.68
Flint	MI	47,327	42,045	41,070	36,763	37,353	–11.16	–2.32
Grand Rapids	MI	34,061	31,929	31,871	29,797	29,930	–6.26	–.18
Minneapolis	MN	70,103	62,975	60,092	55,847	56,572	–10.17	–4.58
St. Paul	MN	47,623	47,529	46,165	47,435	47,435	–.20	–2.87
Jackson	MS	37,814	29,231	29,694	20,648	22,596	–22.70	1.58
Kansas City	MO	74,217	64,191	60,557	54,165	55,519	–13.51	–5.66
St. Louis	MO	112,478	100,166	95,332	87,854	89,202	–10.95	–4.83
Omaha	NE	59,395	63,292	62,644	67,189	67,445	6.56	–1.02
Jersey City	NJ	35,666	38,430	38,616	41,194	41,408	7.75	.48
Newark	NJ	74,949	79,469	75,908	83,989	84,262	6.03	–4.48
Paterson	NJ	24,156	26,443	26,981	28,730	28,947	9.47	2.03
Albuquerque	NM	75,769	84,694	86,539	93,619	94,670	11.78	2.18
Buffalo	NY	72,482	67,506	63,474	62,530	62,872	–6.87	–5.97
New York	NY	1,063,116	1,149,068	1,123,566	1,235,020	1,241,968	8.08	–2.22

See footnotes at end of table

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Table 34.--Average daily membership for school districts serving large cities: 1966–67, 1971–72, 1972–73 and 1976–77 (Continued)

City	State	1966-67	1971-71	1972-73	1976-77		Percent change	
					Projected by amount[1]	Projected by rate[2]	1966-67 to 1971-72	1971-72 to 1972-73
Rochester	NY	45,053	43,679	43,133	42,305	42,347	–3.05	–1.25
Syracuse	NY	30,378	28,685	27,589	26,992	27,086	–5.57	–3.82
Charlotte	NC	76,349	78,931	77,848	81,513	81,600	3.38	–1.37
Akron	OH	58,105	56,641	53,140	55,177	55,214	–2.52	–5.18
Cincinnati	OH	88,391	78,747	75,514	69,103	70,155	–10.91	–4.11
Cleveland	OH	152,202	142,236	138,756	132,270	132,923	–6.55	–2.45
Columbus	OH	104,378	107,704	102,623	111,030	111,136	3.19	–4.72
Dayton	OH	59,620	52,923	49,908	46,226	46,978	–11.23	–5.70
Toledo	OH	59,559	61,271	60,058	62,983	63,032	2.87	–1.98
Oklahoma City	OK	74,944	65,791	58,169	56,638	57,756	–12.21	–11.59
Tulsa	OK	77,792	72,379	70,245	66,966	67,343	–6.96	–2.95
Portland	OR	75,225	68,539	64,449	61,853	62,447	–8.89	–5.97
Philadelphia	PA	271,320	289,113	280,151	306,906	308,073	6.56	–3.10
Pittsburgh	PA	75,5[illegible]6	70,187	68,953	64,788	65,174	–7.14	–1.76
Knoxville	TN	3[illegible]	35,201	33,725	33,803	33,856	–3.82	–4.19
Memphis	TN	123,[illegible]	145,867	134,895	168,354	172,452	18.23	–7.52
Nashville	TN	92,32[illegible]	86,699	83,480	81,077	81,419	–6.09	–3.71
Austin	TX	45,294	54,400	55,531	63,506	65,337	20.10	2.08
Corpus Christi	TX	44,085	46,046	44,152	48,007	48,094	4.45	–4.11
Dallas	TX	150,424	161,869	150,098	173,314	174,185	7.61	–7.27
El Paso	TX	58,025	60,864	60,048	63,703	63,842	4.89	–1.34
Ft. Worth	TX	77,885	84,346	80,089	90,807	91,343	8.30	–5.05
Houston	TX	212,765	217,008	211,487	221,251	221,335	1.99	–2.54
San Antonio	TX	75,418	74,190	71,921	72,962	72,982	–1.63	–3.06
Salt Lake City	UT	36,937	32,221	30,412	27,505	28,107	–12.77	–5.61
Norfolk	VA	54,761	49,467	47,340	44,173	44,685	–9.67	–4.30
Richmond	VA	43,548	44,249	42,551	44,950	44,961	1.61	–3.84
Seattle	WA	90,860	77,881	73,822	64,902	66,756	–14.28	–5.21
Spokane	WA	34,220	34,181	32,973	34,142	34,142	–.11	–3.53
Tacoma	WA	33,697	35,087	33,917	36,477	36,534	4.12	–3.33
Madison	WI	32,779	31,934	32,522	31,089	31,111	–2.58	1.84
Milwaukee	WI	125,957	125,311	126,855	124,665	124,668	–.51	1.23

[1] On the basis of the amount of increase in average daily membership, between 1966-67 and 1971-72.

[2] On the basis of the rate of increase in average daily membership between 1966-67 and 1971-72.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data, adjusted by Syracuse University Research Corporation, Policy Institute.

Table 35.--Estimated school enrollment, by level: Fall 1972 to Fall 1977

[*In thousands*]

Year 1	Total, kindergarten to 12th grade 2	Kindergarten to 8th grade 3	9th to 12th grade 4
1972	50,954	35,731	15,223
1973	50,519	35,133	15,386
1974	50,010	34,400	15,610
1975	49,510	33,800	15,710
1976	49,010	33,300	15,710
1977	48,210	32,700	15,610

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data.

Table 36.--Prekindergarten enrollment of 3- and 4-year-olds, by race: 1964–1973[1]

Year (fall)	Number enrolled (*thousands*)			Percent of 3-4-year population enrolled		
	Total	White	Nonwhite	Total	White	Nonwhite
1964	439	374	65	5.2	5.3	5.1
1965	475	413	64	5.7	5.8	4.9
1966	627	513	114	7.6	7.4	8.7
1967	665	534	131	8.2	7.9	10.1
1968	738	604	134	9.4	9.3	10.4
1969	778	610	168	10.5	9.9	13.4
1970	1,003	824	180	14.1	13.9	14.8
1971	992	831	161	14.2	14.3	13.5
1972	1,213	1,015	197	17.9	17.8	18.4
1973	1,242	1,022	219	17.7	17.4	19.6

[1] Estimated.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Preprimary Enrollment, 1964-72;* and U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* "Population Characteristics, Nursery School and Kindergarten Enrollment: October 1973," Series P-20, No. 268, 1974.

Table 37.--Preprimary enrollment of 3- and 4-year-olds, by race and family income, 3-year average: 1970–1972

Family income	Number enrolled (*thousands*)		Percent of 3-4-year-old population enrolled	
	White	Non-White	White	Non-White
All incomes	**1,279**	**293**	**21.9**	**25.5**
Less than $3,000	46	57	15.3	22.2
$3,000 to $4,999	85	64	15.3	24.2
$5,000 to $7,499	145	55	14.1	25.2
$7,500 to $9,999	190	32	16.5	22.7
$10,000 and over	728	73	30.3	37.8
Income not reported	86	12	22.2	15.8

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Preprimary Enrollment, 1970–1972;* and U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* "Population Characteristics, Nursery School and Kindergarten Enrollment: October 1973," Series P-20, No. 268, 1974.

Table 38.--School-age children (ages 7-17) not enrolled in school, by region: 1970

Age group	School-age population	Not enrolled[1]	
		Number	Percent
United States			
Total	45,049,400	1,899,238	4.2
7-15	37,238,424	1,090,829	2.9
16 & 17	7,810,976	808,409	10.3
Northeast			
Total	10,300,275	352,641	3.4
7-15	8,521,325	203,718	2.4
16 & 17	1,778,950	148,923	8.4
North Central			
Total	12,875,436	446,299	3.5
7-15	10,661,537	255,266	2.4
16 & 17	2,213,899	191,033	8.6
South			
Total	14,136,987	833,827	5.9
7-15	11,666,904	475,871	4.1
16 & 17	2,470,083	357,956	14.5
West			
Total	7,736,702	266,471	3.4
7-15	6,388,658	155,974	2.4
16 & 17	1,348,044	110,497	8.2

[1] Children not enrolled in school, adjusted to count all institutionalized as enrolled.

SOURCE: U.S. Bureau of the Census, Census of Population: 1970, *Detailed Characteristics,* Final Report PC (1)–D Series.

Table 39.--School-age children (ages 7-17) not enrolled in school as percent of school-age population, ranked by State: 1970

Percent[1]	State	Percent[1]	State	Percent[1]	State	Percent[1]	State
7.8	Miss.	5.0	N.H.	4.0	Iowa	3.3	Mich.
7.6	Ky.	5.0	Va.	4.0	Wyo.	3.3	Nebr.
7.2	W. Va.	4.9	D.C.	3.8	N.Y.	3.3	Ohio
7.1	S.C.	4.8	Maine	3.7	Kans.	3.2	Calif.
6.9	Ga.	4.8	N. Mex.	3.7	Mont.	3.1	Wash.
6.9	Tenn.	4.7	Vt.	3.7	N. Dak.	3.0	N.J.
6.7	Ark.	4.6	Idaho	3.7	R.I.	3.0	Oreg.
6.4	N.C.	4.6	Mo.	3.7	S. Dak.	2.8	Mass.
6.2	Ala.	4.6	Okla.	3.6	Del.	2.8	Utah
6.2	La.	4.5	Alaska	3.6	Ill.	2.6	Wis.
5.3	Tex.	4.5	Nev.	3.6	Md.	2.4	Conn.
5.2	Ariz.	4.2	Hawaii	3.5	Pa.	2.4	Minn.
5.0	Fla.	4.1	Ind.	3.3	Colo.		

[1] Children not enrolled in school, adjusted to count all institutionalized as enrolled.

SOURCE: U.S. Bureau of the Census, Census of Population: 1970, *Detailed Characteristics,* Final Report PC (1)—D Series.

Table 40.--Number of handicapped pupils as percent of public school enrollment: Spring 1970

Type of handicap	Handicapped pupils		Handicapped pupils served[1]	
	Number[4]	As percent of total enrollment[2, 4]	Number	As percent of handicapped pupils
All schools[3]				
Total	4,752,000	10.7	2,968,000	62.5
Speech impaired	1,793,000	4.0	1,224,000	68.3
Learning disabled	1,160,000	2.6	648,000	55.9
Mentally retarded	936,000	2.1	728,000	77.8
Emotionally disturbed	556,000	1.2	253,000	45.5
Hard of hearing	131,000	.3	41,000	31.7
Deaf	23,000	.1	21,000	90.5
Crippled	82,000	.2	30,000	36.6
Partially sighted	64,000	.1	17,000	26.7
Blind	6,000	(5)	6,000	94.0
Elementary schools				
Total	3,438,000	13.8	2,233,000	65.0
Speech impaired	1,520,000	6.1	1,072,000	70.6
Learning disabled	779,000	3.1	465,000	59.8
Mentally retarded	606,000	2.4	453,000	74.8
Emotionally disturbed	371,000	1.5	173,000	46.6
Hard of hearing	71,000	.3	20,000	28.8
Deaf	18,000	.1	18,000	97.5
Crippled	40,000	.2	17,000	41.7
Partially sighted	30,000	.1	11,000	36.8
Blind	3,000	(5)	3,000	99.3
Secondary schools				
Total	1,045,000	5.9	606,000	58.0
Speech impaired	198,000	1.1	104,000	52.5
Learning disabled	314,000	1.8	172,000	54.8
Mentally retarded	257,000	1.4	218,000	84.7
Emotionally disturbed	160,000	.9	70,000	44.1
Hard of hearing	50,000	.3	21,000	41.2
Deaf	3,000	(5)	2,000	54.7
Crippled	36,000	.2	11,000	31.3
Partially sighted	24,000	.1	5,000	21.1
Blind	3,000	(5)	3,000	93.2

[1] Handicapped pupils receiving instruction or assistance from 1 or more of the following: separate (special) classes, special instruction from regular teachers in regular classes, individualized instruction from specialized professional personnel.

[2] Enrollment: total–44,389,000; elementary schools–24,321,000; secondary schools–17,802,000; combined schools–2,265,000.

[3] Includes handicapped pupils in combined schools not included in detail by school level with both elementary and secondary schools.

[4] The actual total numbers and percents of handicapped pupils may be somewhat less than the figures presented because in some cases the same handicapped pupils may have been reported in more than one category.

[5] Percent greater than zero but less than 0.05.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Number of Pupils with Handicaps in Local Public Schools, Spring 1970, 1973.*

Table 41.--Enrollment and percent distributions in federally aided public school vocational-education classes, by type of program and by level of instruction: 1972 and 1973

Level and type of program	1972		1973	
	Number	Percent[1]	Number	Percent[1]
1	2	3	4	5
All programs	11,710,767	100	12,283,538	100
Secondary	7,278,523	100	7,497,289	100
Postsecondary	1,336,191	100	1,369,722	100
Adult	3,096,053	100	3,416,527	100
Agriculture	896,450	8	927,591	8
Secondary	603,324	8	621,051	8
Postsecondary	34,924	3	40,568	3
Adult	258,212	8	265,972	8
Distributive	640,423	5	738,547	6
Secondary	262,730	4	303,272	4
Postsecondary	102,844	8	105,916	8
Adult	274,849	9	329,359	10
Health	336,652	3	421,075	3
Secondary	59,466	1	75,596	1
Postsecondary	177,466	13	192,612	14
Adult	99,720	3	152,867	5
Home economics	3,445,698	29	3,516,683	29
Secondary	2,630,997	36	2,687,166	36
Postsecondary	68,604	5	68,077	5
Adult	746,097	24	761,440	22
Office	2,351,878	20	2,499,095	20
Secondary	1,507,664	21	1,599,665	21
Postsecondary	360,245	27	379,536	28
Adult	483,969	16	519,894	15
Technical	337,069	3	364,044	3
Secondary	38,820	1	38,545	1
Postsecondary	189,468	14	201,173	15
Adult	108,781	4	124,326	4
Trades and industry	2,397,968	20	2,702,238	22
Secondary	952,283	13	1,134,280	15
Postsecondary	356,879	28	345,065	25
Adult	1,088,806	35	1,222,893	36
Other	1,304,619	11	1,114,265	9
Secondary	1,223,239	17	1,037,714	14
Postsecondary	45,761	3	36,775	3
Adult	35,619	1	39,776	1

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[1] Distribution totals 100 percent by school level; i.e., secondary, postsecondary, and adult. Percents may not add exactly to 100 because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Educational Statistics, 1974.*

Table 42.--Enrollment in various subject areas by public school students in grades 7-12: 1948-49, 1960-61, and 1972-73

Subject area	1948-49		1960-61		1972-73	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
1	2	3	4	5	6	7
Total enrollment, grades 7-12	**6,907,833**	**100.0**	**11,732,742**	**100.0**	**18,112,671**	**100.0**
English language arts	7,098,770	102.8	12,372,236	110.8	23,367,344	129.0
Health and physical education[1]	7,794,671	112.8	12,081,639	103.0	20,839,304	115.1
Social sciences	6,981,980	101.1	11,802,499	100.6	18,315,919	101.1
Mathematics	4,457,987	64.5	8,596,396	73.3	12,855,242	71.0
Natural sciences	4,031,044	58.4	7,739,877	66.0	12,130,350	67.0
Music	2,484,201	36.0	4,954,347	42.2	5,929,312	32.7
Business education	3,186,207	46.1	4,667,570	39.8	[2]6,263,168	34.6
Industrial arts	1,762,242	25.5	3,361,699	28.7	5,503,627	30.4
Home economics	1,693,825	24.5	2,915,997	24.9	[2]4,498,775	24.8
Foreign languages	1,234,544	17.9	2,576,354	22.0	4,379,905	24.2
Art	1,219,693	17.7	2,383,703	20.3	4,929,523	27.2
Agriculture	373,395	5.4	507,992	4.3	[2]391,528	2.1
Vocational trade and industrial education	369,794	5.4	344,704	2.9	[2]475,227	2.6
Distributive education	(3)	(3)	38,363	.3	[2]127,498	0.7
Other	111,053	1.6	106,467	.9	[4]8,893	(5)

[1] Includes driver education and ROTC.
[2] Includes enrollment in individual courses only (excludes occupational programs).
[3] Data not reported separately.
[4] Includes bilingual education only.
[5] Less than 0.05 percent.

NOTE.--Percentage may exceed 100.0 because a pupil may be enrolled in more than one course within a subject area during the school year.

SOURCE. U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Patterns of Course Offerings and Enrollments in Public Secondary Schools, 1970-71,* and unpublished data.

Table 43.--Pupil-teacher ratios in public elementary and secondary schools: Fall 1972 to Fall 1977[1]

Year (fall)	Public	
	Elementary	Secondary
1	2	3
1972	[2]24.0	[2]19.1
1973	[2]23.3	[2]19.2
1974[3]	23.0	19.0
1975[4]	22.7	18.8
1976[4]	22.4	18.6
1977[4]	22.1	18.5

[1] Includes full-time and the full-time equivalent of part-time classroom teachers (in 1973, 99 percent of teachers in the public schools were full-time). Does not include teachers in independent nurseries and kindergarten schools, residential schools for exceptional children, subcollegiate departments of institutions of higher education, Federal schools for Indians, federally operated schools on Federal installations, and other schools not in the regular school system.

[2] Estimated on the basis of National Education Association data.

[3] Estimated.

[4] Projected.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84,* 1974 edition.

Table 44.--Distribution of operating school systems, and numbers of pupils, by enrollment size: 1973–74

Size of school system	Public-school systems		Public-school pupils	
	Number	Percent	Number[1]	Percent
Total operating systems	**16,338**	**100.0**	**44,984,957**	**100.0**
Systems with 300 pupils or more	11,615	71.1	44,454,254	98.8
25,000 or more	186	1.1	12,939,014	28.8
10,000 to 24,999	562	3.4	8,267,441	18.4
5,000 to 9,999	1,146	7.0	7,952,960	17.7
2,500 to 4,999	2,025	12.4	7,070,177	15.7
1,000 to 2,499	3,482	21.3	5,726,969	12.7
600 to 999	1,898	11.6	1,482,415	3.3
300 to 599	2,316	14,2	1,015,278	2.3
Systems with less than 300 pupils	4,723	28.9	530,703	1.2

[1] These figures represent the sums of reported "enrollment" figures, which are not comparable from State to State. The official Office of Education fall 1973 elementary-secondary enrollment figures will be reported in the forthcoming publication *Statistics of Public Elementary and Secondary Day Schools, Fall 1973.*

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Education Directory 1973-74.*

Table 45.--Number of school districts and schools, by level and control and by State: 1972–73

State	Public school systems				Nonpublic schools[1]		Institutions of higher education[2]	
	School districts	Schools with elementary grades only	Schools with secondary grades only[3]	Combined elementary-secondary schools	Elementary	Secondary[3]	Public	Private
1	2	3	4	5	6	7	8	9
United States	16,960	62,942	23,919	2,003	14,572	3,770	1,182	1,483
Alabama	126	530	278	560	197	76	30	21
Alaska	29	248	71	11	13	8	1	2
Arizona	298	595	180	2	100	28	14	6
Arkansas	387	717	503	. . . .	58	14	8	11
California	1,059	5,516	1,483	. . . .	1,234	333	114	102
Colorado	181	807	414	1	151	38	21	11
Connecticut	166	909	246	. . . .	259	95	20	26
Delaware	26	142	49	9	43	15	3	4
District of Columbia	1	137	52	2	49	33	3	17
Florida	67	1,341	565	86	354	116	36	28
Georgia	188	1,316	429	58	94	49	29	32
Hawaii	1	156	50	8	60	14	8	5
Idaho	115	370	177	8	38	8	6	3
Illinois	1,090	3,449	1,095	37	1,053	172	50	88
Indiana	312	1,565	525	78	373	51	6	38
Iowa	452	1,327	707	. . . .	254	46	18	36
Kansas	311	1,177	528	. . . .	144	32	28	24
Kentucky	190	1,145	356	. . . .	217	48	8	28
Louisiana	66	842	371	213	322	105	12	11
Maine	289	651	188	12	71	36	4	13
Maryland	24	989	310	34	266	95	25	23
Massachusetts	410	1,909	510	52	477	193	30	88
Michigan	602	2,504	1,377	43	700	170	42	45
Minnesota	444	1,199	636	15	401	61	26	31
Mississippi	150	641	407	8	166	123	24	17
Missouri	600	1,593	716	. . . .	432	89	22	48
Montana	732	655	200	. . . .	49	14	9	3
Nebraska	1,404	1,533	396	. . . .	181	45	13	14
Nevada	17	181	74	. . . .	16	3	5	1
New Hampshire	167	365	87	15	81	32	4	15
New Jersey	603	2,052	425	. . . .	604	163	25	33
New Mexico	87	431	216	. . . .	64	19	8	3
New York	754	3,123	1,117	186	1,476	420	79	146
North Carolina	152	1,425	444	159	142	53	68	45
North Dakota	375	476	284	. . . .	46	12	9	3
Ohio	621	3,197	1,020	1	703	149	32	69
Oklahoma	650	1,174	716	. . . .	45	12	26	14
Oregon	339	947	332	5	120	33	20	20
Pennsylvania	506	3,180	1,073	135	1,217	267	31	115
Rhode Island	40	323	63	6	108	30	3	10
South Carolina	93	817	331	31	128	30	22	24
South Dakota	231	681	227	. . .	75	18	6	10
Tennessee	147	1,338	371	77	118	38	19	43
Texas	1,135	3,248	2,019	. . . .	475	126	77	55
Utah	40	372	169	8	23	5	9	4

Table 45.--Number of school districts and schools, by level and control and by State: 1972–73–(Continued)

State	Public school systems				Nonpublic schools[1]		Institutions of higher education[2]	
	School districts	Schools with elementary grades only	Schools with secondary grades only[3]	Combined elementary-secondary schools	Elementary	Secondary[3]	Public	Private
1	2	3	4	5	6	7	8	9
Vermont	271	346	58	10	38	19	5	13
Virginia	139	1,238	462	90	206	80	36	33
Washington	316	1,130	532	43	191	53	31	12
West Virginia	55	964	347	. . . .	43	15	14	10
Wisconsin	442	1,696	620	. . . .	682	85	28	30
Wyoming	60	275	113	. . . .	15	1	8	0
U.S. Service Schools	1	. . . .	. . . .	. . . .	. . . .	. . . .	7	0
Outlying areas:								
American Samoa	1	27	5	. . . .	(4)	(4)	1	0
Canal Zone	1	15	3	. . . .	(4)	(4)	1	0
Guam	1	27	8	. . . .	(4)	(4)	1	0
Puerto Rico	1	[1] 1,543	[1] 236	[1] 202	(4)	(4)	2	8
Virgin Islands	1	25	5	2	(4)	(4)	1	0

[1] Data for 1970–71.

[2] Includes universities, liberal arts colleges, teachers colleges and other independent professional schools, and junior colleges.

[3] Includes regular 4-year high schools, junior high schools, senior high schools, and junior-senior high schools.

[4] Data not available.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1973;* unpublished data from the survey of Nonpublic Elementary and Secondary Education, 1970-71; and *Fall Enrollment in Higher Education, 1972.*

Table 46.--Number of school districts: 1968–69 to 1972–73

School year	Number of school districts[1]
1968–69	20,440
1969–70	19,169
1970–71	17,995
1971–72	17,289
1972–73	16,960

[1] Includes operating and nonoperating school districts.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems* and *Fall Statistics of Public Schools,* various years.

Table 47.–Number and percent of minority students[1] attending public schools with different racial composition, by geographic area: Fall 1968, Fall 1970, and Fall 1972

Level of isolation	Continental United States[2]			32 northern and western States[3]			6 border States and D.C.[4]			11 southern States[5]		
	1968	1970	1972	1968	1970	1972	1968	1970	1972	1968	1970	1972
1	2	3	4	5	6	7	8	9	10	11	12	13
Total enrollment	43,353,568	44,910,403	44,646,625	28,579,766	30,131,132	29,916,241	3,730,317	3,724,867	3,742,703	11,043,485	11,054,403	10,987,680
Minority enrollment:												
Number	8,656,434	9,394,184	9,676,373	4,441,516	5,143,639	5,350,300	674,289	690,553	710,818	3,540,629	3,559,992	3,615,255
Percent of total	20.0	20.9	21.7	15.5	17.1	17.9	18.1	18.5	19.0	32.1	32.2	32.9
Minorities, by level of isolation:												
Attending 0-49.9% minority schools:												
Number	2,623,820	3,510,200	3,833,062	1,675,779	1,906,966	2,001,674	217,166	230,621	262,348	730,874	1,372,612	1,569,040
Percent	30.3	37.4	39.6	37.7	37.1	37.4	32.2	33.4	36.9	20.6	38.6	43.4
Attending 50-100% minority schools:												
Number	6,032,615	5,883,983	5,843,309	2,765,737	3,236,670	3,348,625	457,123	459,932	448,471	2,809,755	2,187,377	2,046,213
Percent	69.7	62.6	60.4	62.3	62.9	62.6	67.8	66.6	63.1	79.4	61.4	56.6
Attending 80-100% minority schools:												
Number	4,987,778	4,137,476	3,948,269	2,002,321	2,324,858	2,374,971	406,894	396,939	390,013	2,578,563	1,415,679	1,183,286
Percent	57.6	44.0	40.8	45.1	45.2	44.4	60.3	57.5	54.9	72.8	39.8	32.7
Attending 90-100% minority schools:												
Number	4,561,768	3,475,215	3,282,961	1,686,488	1,930,722	1,985,659	383,693	375,011	364,648	2,491,587	1,169,482	932,654
Percent	52.7	37.0	33.9	38.0	37.5	37.1	56.9	54.3	51.3	70.4	32.9	25.8
Attending 95-100% minority schools:												
Number	4,202,903	2,959,569	2,781,893	1,410,141	1,611,069	1,669,409	368,671	350,967	345,211	2,424,090	997,533	767,273
Percent	48.6	31.5	28.7	31.7	31.3	31.2	54.7	50.8	48.6	68.5	28.0	21.2
Attending 99-100% minority schools:												
Number	3,472,072	2,015,414	1,835,957	907,426	1,018,398	1,057,764	294,963	293,191	278,380	2,269,683	703,825	499,813
Percent	40.1	21.5	19.0	20.4	19.8	19.8	43.7	42.5	39.2	64.1	19.8	13.8
Attending 100% minority schools:												
Number	2,542,805	986,532	787,791	348,320	398,625	369,139	160,552	154,657	153,768	2,033,933	433,250	264,884
Percent	29.4	10.5	8.1	7.8	7.7	6.9	23.8	22.4	21.6	57.4	12.2	7.3

[1] Includes American Indians, Negroes, Orientals, and students with Spanish surnames.

[2] 49 States and the District of Columbia. Excludes Hawaii.

[3] Alaska, Arizona, California, Colorado, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Washington, Wisconsin, and Wyoming.

[4] Delaware, District of Columbia, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia.

[5] Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

NOTE.–Data are based on surveys of all school districts enrolling 3,000 or more students and a sample of smaller districts enrolling 300 or more students. Because of computer rounding, detail may not add to totals.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Educational Statistics, 1973,* 1974 edition.

Table 48.--Number and percent of Black students attending public elementary and secondary schools by level of isolation; 50 largest school districts: Fall 1968, Fall 1970, and Fall 1972

Districts	Number of pupils		Percent black in - -								
	Total,	Black,	Total			0-49 percent minority schools			90-100 percent minority schools		
	1972	1972	1968	1970	1972	1968	1970	1972	1968	1970	1972
New York, N.Y.	1,125,449	405,177	31.5	34.5	36.0	19.7	16.3	16.5	52.2	57.9	60.9
Los Angeles, Calif.	620,659	156,680	22.6	24.1	25.2	4.7	5.9	8.1	83.0	83.3	81.4
Chicago, Ill.	553,342	315,940	52.9	54.8	57.1	3.2	3.0	1.7	86.6	89.7	88.6
Philadelphia, Pa.	282,965	173,874	58.8	60.5	61.4	9.6	7.4	6.7	67.1	70.0	75.9
Detroit, Mich.	276,655	186,994	59.2	63.8	67.6	9.0	5.8	7.2	69.0	73.9	73.9
Dade County, Fla. (Miami)	241,809	63,826	24.3	25.4	26.4	12.4	21.7	23.6	80.7	41.9	41.6
Houston, Tex.	225,410	88,871	33.3	35.6	39.4	5.3	8.4	8.8	88.0	73.7	76.6
Baltimore City, Md.	186,600	129,250	65.1	67.1	69.3	7.7	9.4	7.8	78.6	79.2	80.9
Prince Georges County, Md. (D.C. area)	161,969	40,397	15.2	19.9	24.9	56.1	40.8	39.7	20.7	20.2	22.3
Dallas, Tex.	154,581	59,638	30.8	33.8	38.6	2.1	2.7	15.0	87.6	91.4	78.8
Cleveland, Ohio	145,196	83,596	55.9	57.6	57.6	4.8	4.2	4.8	86.0	89.2	90.3
Washington, D.C.	140,000	133,638	93.5	94.5	95.5	0.9	1.2	0.4	94.2	95.0	95.1
Memphis, Tenn.	138,714	80,158	53.6	51.5	57.8	2.6	6.5	7.3	92.7	89.5	81.6
Fairfax County, Va. (D.C. area)	135,780	4,509	2.7	3.2	3.3	100.	100.	100.	.0	.0	.0
Baltimore, Md.	131,987	5,604	3.5	3.8	4.2	100.	100.	94.4	.0	.0	.0
Broward County, Fla. (Ft. Lauderdale)	128,889	29,363	23.8	23.2	22.8	14.5	15.1	83.9	79.7	39.2	8.0
Milwaukee, Wis.	127,986	38,060	23.9	26.0	29.7	12.4	12.2	15.4	63.2	60.4	72.4
Montgomery County, Md.	126,707	8,131	4.0	5.1	6.4	100.	100.	96.3	.0	.0	.0
San Diego, Calif.	124,487	16,492	11.6	12.4	13.2	25.1	32.1	32.5	54.7	46.4	43.7
Duval County, Fla.	113,644	37,100	28.2	29.4	32.6	12.6	25.6	70.4	87.4	54.9	7.8
Columbus, Ohio	106,588	31,312	26.0	26.9	29.4	28.8	25.9	29.4	40.7	45.2	37.0
Hillsborough County, Fla. (Tampa)	107,540	20,367	19.0	19.4	18.9	18.3	23.4	95.9	73.3	49.4	.0
St. Louis, Mo.	105,617	72,629	63.5	65.6	68.8	7.1	2.5	2.5	87.6	82.7	88.8
Orleans Parish, La. (New Orleans)	103,839	77,504	67.1	69.5	74.6	8.8	7.8	4.9	81.2	78.6	75.8
Indianapolis, Ind.	98,076	38,522	33.7	35.8	39.3	22.4	20.5	25.1	57.6	55.6	46.2
Boston, Mass.	96,239	31,728	27.1	29.8	33.0	23.3	18.0	17.8	43.1	52.8	49.9
Atlanta, Ga.	96,006	73,915	61.7	68.7	77.1	5.4	6.6	6.2	90.0	77.9	81.0
Jefferson County, Ky. (Louisville area)	95,762	3,725	3.7	3.6	3.9	73.6	81.0	73.3	26.4	19.0	9.0
Denver, Colo.	91,616	15,729	14.1	14.7	17.2	20.0	44.6	45.5	56.1	37.5	36.0
Pinellas County, Fla. (Clearwater)	90,182	14,313	16.2	16.2	15.9	21.7	45.5	98.9	72.1	20.0	.0
De Kalb County, Ga. (Decatur)	86,963	8,412	5.3	6.3	9.7	44.6	70.5	51.2	47.0	14.7	18.7
Albuquerque, N. Mex.	86,658	2,221	2.4	2.4	2.6	27.6	36.2	41.0	31.4	27.1	18.1

See notes at end of table.

Table 48.--Number and percent of Black students attending public elementary and secondary schools by level of isolation; 50 largest school districts: Fall 1968, Fall 1970, and Fall 1972–(Continued)

Districts	Number of pupils		Percent black in - -								
	Total, 1972	Black, 1972	Total			0-49 percent minority schools			90-100 percent minority schools		
			1968	1970	1972	1968	1970	1972	1968	1970	1972
Orange County, Fla. (Orlando)	86,407	16,060	17.2	18.1	18.6	20.1	40.7	43.5	77.1	33.3	22.3
Nashville-Davidson County, Tenn.	85,406	23,866	24.1	24.6	27.9	16.8	25.0	76.6	61.3	62.4	.0
Fort Worth, Tex.	82,268	24 416	24.7	26.7	29.7	9.7	9.8	20.8	85.4	75.3	61.6
San Francisco, Calif.	81,970	25,055	27.5	28.5	30.6	15.5	14.2	5.2	34.3	31.7	8.4
Charlotte-Mecklenburg County, N.C.	79,813	25,821	29.2	30.8	32.4	27.7	90.7	97.8	58.9	1.8	1.5
Newark, N.J.	78,492	56,736	72.5	72.2	72.3	2.1	2.9	2.3	85.6	86.4	87.0
Cincinnati, Ohio	77,878	36,808	42.9	45.0	47.3	21.9	16.9	11.6	43.9	39.5	39.1
Anne Arundel County, Md. (Annapolis)	77,083	9,713	13.6	13.0	12.6	80.3	78.7	88.7	.0	2.4	1.9
Seattle, Wash.	75,239	10,837	11.0	12.8	14.4	44.3	40.6	44.4	8.1	3.1	6.9
Clark County, Nev. (Las Vegas)	75 223	10,092	12.2	13.0	13.4	48.1	62.3	100.	51.9	30.0	.0
Jefferson County, Colo. (Lakewood)	74,185	144	.1	.1	.2	100.	100.	100.	.0	.0	.0
San Antonio, Tex.	72,305	11,443	14.7	15.3	15.8	10.6	9.3	8.1	85.3	60.1	56.3
Tulsa, Okla.	71,190	10,950	12.2	13.7	15.4	15.6	27.5	43.5	77.0	68.7	24.8
Pittsburgh, Pa.	70,080	29,274	39.2	40.3	41.8	21.3	23.3	22.7	52.5	56.5	50.7
Portland, Oreg.	68,632	7,307	8.1	9.2	10.6	57.4	62.1	67.5	20.5	17.4	8.7
East Baton Rouge Parish, La.	67,342	26,184	37.3	38.6	38.9	5.6	22.0	21.8	91.0	68.7	67.1
Palm Beach County, Fla.	67,030	19,172	27.8	27.8	28.6	18.6	25.1	65.7	76.2	29.4	2.7
Mobile County, Ala.	66,263	30,255	41.7	44.5	45.7	10.9	18.2	37.8	87.5	47.1	39.6

NOTE.–Minute differences between sum of numbers and totals are due to computer rounding.

SOURCES: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, "Fall, 1972 Racial and Ethnic Enrollment in Public Elementary and Secondary Schools" and *Directory of Public Elementary and Secondary Schools in Selected Districts, Fall 1968.*

Table 49.--Estimated number and percent distributions of full-time public school professional employees, by sex: 1972–73

Position	Number of persons			Percent distribution		
	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7
INSTRUCTIONAL STAFF						
Teachers	2,110,368	709,084	1,401,284	100.0	33.6	66.4
Principals:						
Elementary (including teaching principals)	48,196	38,750	9,446	100.0	80.4	19.6
Junior high	9,374	9,102	272	100.0	97.1	2.9
Senior high	15,827	15,605	222	100.0	98.6	1.4
Total principals	73,397	63,457	9,940	100.0	86.5	13.5
Assistant principals:						
Elementary	6,483	4,486	1,997	100.0	69.2	30.8
Junior high	7,817	7,223	594	100.0	92.4	7.6
Senior high	13,289	12,439	850	100.0	93.6	6.4
Total assistant principals	27,589	24,148	3,441	100.0	87.5	12.5
Other instructional staff:						
School librarians	40,540	3,324	37,216	100.0	8.2	91.8
Counselors	49,770	26,378	23,392	100.0	53.0	47.0
School nurses	17,074	239	16,835	100.0	1.4	98.6
Other[1]	33,691	16,812	16,879	100.0	49.9	50.1
Total other instructional staff	141,075	46,753	94,322	100.0	33.1	66.9
Total instructional staff	2,352,429	843,442	1,508,987	100.0	35.9	64.1
CENTRAL-OFFICE ADMINISTRATORS						
Superintendents	13,037	12,972	65	100.0	99.9	0.1
Deputy and associate superintendents	853	800	53	100.0	93.8	6.2
Assistant superintendents	5,337	5,054	283	100.0	94.7	5.3
Other central-office administrators[2]	48,488	31,614	16,874	100.0	65.0	35.0
Total central-office adminstrators	67,715	50,440	17,275	100.0	74.4	25.6
TOTAL FULL-TIME PROFESSIONAL EMPLOYEES	2,420,144	893,882	1,526,262	100.0	37.2	62.8

[1] Includes heads of departments, social workers, visiting teachers, psychologists, and psychometrists.

[2] Includes central-office administrator for General Administration, Finance and School Plant, Pupil Personnel Services, Instruction–Administration, and Special Subject areas.

SOURCE: National Education Association, Research Division, *26th Biennial Salary and Staff Survey of Public-School Professional Personnel, 1972-73* (Washington, D.C.: NEA 1973). Reprinted with permission of NEA.

Table 50.--Attitudes of teachers toward the teaching profession

Attitude toward teaching profession[1]	1965		1971	
	Number of teachers	Percent of teachers	Number of teachers	Percent of teachers
Getting better	1,200,000	70.2	701,000	34.0
Staying the same	173,000	10.1	175,000	8.5
Getting worse	224,000	13.1	611,000	29.6
No opinion	113,000	6.6	35,000	1.7
Not a teacher 5 years ago	(2)	(2)	538,000	26.1
Total	1,710,000	100.0	2,061,000	100.0

[1] Measured by responses of teachers to surveys which asked the question:

In general, how would you compare teaching as a profession today and teaching 5 years ago?

[2] Not a category in 1965.

NOTE.–Details may not add to totals because of rounding.

SOURCE: National Education Association, Research Division, *NEA Research Bulletin,* December 1971; and *Today's Education,* April 1967. Reprinted with permission of NEA.

Table 51.--Attitudes of the public toward public schools

Participant groups[1]	Number	Percentage distribution			
		Total	Attitudes toward schools[2]		
			Becoming more favorable	Becoming less favorable	No change/ no opinion
National totals	1,627	100	32	36	32
No children in school	928	100	25	38	37
Public school parents	6[illegible]	100	42	31	27
Private school parents	124	100	31	46	23
Professional educators	306	100	39	41	20

[1] Composition of the sample and technical notes are presented in source.

[2] Measured by responses of persons in each participant group to the question: In recent years has your overall attitude toward the *public* schools in your community become more favorable or less favorable?

SOURCE: "Fifth Annual Gallup Poll of Public Attitudes Toward Education," in *Phi Delta Kappan,* September 1973.

Table 52.--Three projections of additions to the teacher supply: 1972–1982

(Numbers in thousands)

Year of graduation	Total bachelor's and master's degrees awarded	Estimated additions to teacher supply		
		S_1 $0.30x$[1,2]	S_2 $0.25x$[1]	S_3 $0.20x$[1]
1972–73	1,210	363	303	242
1973–74	1,247	374	312	249
1974–75	1,255	376	314	251
1975–76	1,252	376	313	250
1976–77	1,276	383	319	255
1977–78	1,306	392	326	261
1978–79	1,323	397	331	265
1979–80	1,342	403	335	268
1980–81	1,359	408	340	272
1981–82	1,364	409	341	273
1982–83	1,351	405	338	270

[1] Estimates S_1, S_2, and S_3 are based on assumptions of 30, 25, and 20 percent, respectively, of bachelor's and master's degree recipients in a particular year, being added to the teacher supply.

[2] According to the National Center for Education Statistics report: "Labor Force and Enrollment Status of 1971-72 College Graduates With Emphasis on Elementary and Secondary School Teachers," in preparation, 30 percent of bachelor's and master's degree recipients in 1972 were added to the teacher supply.

SOURCE: National Center for Education Statistics, *Projections of Education Statistics to 1983-84,* 1974 edition, and unpublished data.

Table 53.--Estimated demand for additional classroom teachers in public and nonpublic schools: 1972–1982

Year (fall)	Estimated demand for additional certified teachers (*in thousands*)		
	D_1 (8.0%)[1]	D_2 (5.5%)[1]	D_3 (4.0%)[1]
1972	215	163	134
1973	201	149	118
1974	185	132	100
1975	187	135	103
1976	185	132	100
1977	170	114	82
1978	165	111	79
1979	152	97	66
1980	172	119	88
1981	173	121	89
1982	183	131	100

[1] The projections of demand for additional teachers are based on: changes in pupil-teacher ratios, enrollment changes, and teacher turnover rates. The only factor varying between the three projections is teacher turnover. D_1, D_2, and D_3 assume public school turnover rates of 8.0, 5.5, and 4.0 percents, respectively. Nonpublic school turnover rates are held constant at 4.0 percent throughout. The 8 percent rate is based on the Office of Education study *Teacher Turnover in Public Schools, Fall 1968 to Fall 1969.*

The projected demand makes no allowance for replacement of teachers who hold substandard certificates.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics: (1) *Statistics of Public Schools, Fall 1968-1973;* (2) *Statistics of Nonpublic Elementary and Secondary Schools, 1970-1971;* (3) *Statistics of Public and Nonpublic Elementary and Secondary Day Schools, 1968-1969.*

Table 54.--Estimated excess supply of teachers based on two sets of supply/demand projections

(Thousands)

Year (fall)	S = 0.30/D = 5.5			S = 0.25/D = 8.0		
	Additional supply	Demand	Excess (S–D)	Additional supply	Demand	Excess (S–D)
1972	363	163	200	303	215	88
1973	374	149	225	312	201	111
1974	376	132	244	314	185	129
1975	376	135	241	313	187	126
1976	383	132	251	319	185	134
1977	392	114	278	326	170	156
1978	397	111	286	331	165	166
1979	403	97	306	335	152	183
1980	408	119	289	340	172	168
1981	409	121	288	341	173	168
1982	405	131	274	338	183	155

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Schools, Fall 1968-1973; Statistics of Nonpublic Elementary and Secondary Schools 1970-1971; Statistics of Public and Nonpublic Elementary and Secondary Day Schools, 1968-1969;* and *Projections of Education Statistics to 1983-1984,* 1974 edition.

Table 55.--Earned degrees by field of study and level: 1964–65, 1974–75, and 1984–85

Field of study	Number of degrees in			Percent of total		
	1964-65	1974-75*	1984-85*	1964-65	1974-75*	1984-85*
			BACHELOR'S			
Total bachelor's	501,248	975,000	1,012,000	100.0	100.0	100.0
Natural sciences	108,169	147,080	154,870	21.6	15.1	15.3
Mathematics and statistics	19,460	25,670	24,650	3.9	2.6	2.4
Computer and information sciences	87	5,060	9,430	.....	.5	.9
Engineering	38,514	39,970	48,800	7.7	4.1	4.8
Physical sciences	17,859	20,990	17,960	3.6	2.2	1.8
Biological sciences	24,872	40,750	40,150	5.0	4.2	4.0
Agricultural and natural resources	7,377	14,640	13,880	1.5	1.5	1.4
Social sciences	99,240	249,610	279,420	19.8	25.6	27.6
Social sciences	82,224	176,890	176,200	16.4	18.1	17.4
Psychology	14,527	54,690	78,200	2.9	5.6	7.7
Public affairs and services	1,866	16,900	23,800	.4	1.7	2.4
Library sciences	623	1,130	1,220	.1	.1	.1
Humanities	80,197	164,360	173,410	16.0	16.9	17.1
Architecture and environmental design	2,333	7,800	8,450	.5	.8	.8
Fine and applied arts	17,391	37,970	39,130	3.5	3.9	3.9
Foreign languages	13,859	21,350	22,460	2.8	2.2	2.2
Communications	2,814	15,030	18,640	.6	1.5	1.8
Letters	43,800	82,210	84,730	8.7	8.4	8.4
Other fields	213,642	413,950	404,300	42.6	42.5	40.0
Education	116,529	205,480	189,050	23.2	21.1	18.7
Health professions	15,444	35,690	42,180	3.1	3.7	4.2
Accounting	14,886	32,270	35,280	3.0	3.3	3.5
Other business and management	48,169	104,710	101,130	9.6	10.7	10.0
Other	18,614	35,800	36,660	3.7	3.7	3.6
			MASTER'S			
Total master's	117,152	279,600	316,700	100.0	100.0	100.0
Natural sciences	26,636	40,020	41,070	22.7	14.3	13.0
Mathematics and statistics	4,196	5,510	5,700	3.6	2.0	1.8
Computer and information sciences	146	2,080	2,700	.1	.7	.9
Engineering	12,093	16,800	16,730	10.3	6.0	5.3
Physical sciences	4,906	6,210	5,940	4.2	2.2	1.9
Biological sciences	3,600	6,610	6,910	3.1	2.4	2.2
Agricultural and natural resources	1,695	2,810	3,090	1.4	1.0	1.0
Social sciences	18,696	45,860	53,160	16.0	16.4	16.8
Social sciences	9,619	20,260	22,530	8.2	7.2	7.1
Psychology	2,187	5,870	6,570	1.9	2.1	2.1
Public affairs and services	3,679	11,020	14,090	3.1	3.9	4.4
Library sciences	3,211	8,710	9,970	2.7	3.1	3.1

*Estimated

Table 55.--Earned degrees by field of study and level: 1964–65, 1974–75, and 1984–85–(Continued)

Field of study	Number of degrees in			Percent of total		
	1964-65	1974-75*	1984-85*	1964-65	1974-75*	1984-85*
			MASTER'S–Continued			
Humanities	14,203	33,510	40,190	12.1	12.0	12.7
Architecture and environmental design	373	2,360	3,750	.3	.8	1.2
Fine and applied arts	4,244	8,470	9,520	3.6	3.0	3.0
Foreign languages	2,690	5,330	6,060	2.3	1.9	1.9
Communications	384	2,810	4,410	.3	1.0	1.4
Letters	6,512	14,540	16,450	5.6	5.2	5.2
Other fields	57,617	160,210	182,280	49.2	57.3	57.6
Education	43,323	111,750	126,390	37.0	40.0	39.9
Health professions	2,494	8,360	11,300	2.1	3.0	3.6
Accounting	617	1,470	1,620	.5	.5	.5
Other business and management	7,073	30,840	35,140	6.0	11.0	11.1
Other	4,110	7,790	7,830	3.5	2.8	2.5
			DOCTOR'S			
Total doctor's	16,467	34,910	45,310	100.0	100.0	100.0
Natural sciences	8,235	12,720	15,090	50.0	36.4	33.3
Mathematics and statistics	682	970	1,020	4.1	2.8	2.3
Computer and information sciences	6	340	570	.....	1.0	1.3
Engineering	2,133	3,340	3,420	13.0	9.6	7.5
Physical sciences	2,829	3,820	4,620	17.2	10.9	10.2
Biological sciences	1,928	3,400	4,310	11.7	9.7	9.5
Agricultural and natural resources	657	850	1,150	4.0	2.4	2.5
Social sciences	2,776	7,040	9,890	16.9	20.2	21.8
Social sciences	1,846	4,600	6,140	11.2	13.2	13.6
Psychology	839	2,150	3,360	5.1	6.2	7.4
Public affairs and services	79	220	300	.5	.6	.7
Library sciences	12	70	90	.1	.2	.2
Humanities	1,848	4,630	5,990	11.2	13.3	13.2
Architecture and environmental design	10	60	150	.1	.2	.3
Fine and applied arts	428	690	980	2.6	2.0	2.2
Foreign languages	376	1,030	1,080	2.3	3.0	2.4
Communications	17	120	160	.1	.3	.4
Letters	1,017	2,730	3,620	6.2	7.8	8.0
Other fields	3,608	10,520	14,340	21.9	30.1	31.6
Education	2,682	8,040	10,820	16.3	23.0	23.9
Health professions	173	480	930	1.1	1.4	2.1
Accounting	32	60	70	.2	.2	.2
Other business and management	297	1,180	1,530	1.8	3.4	3.4
Other	424	760	990	2.6	2.2	2.2

*Estimated

Table 55.--Earned degrees by field of study and level: 1964–65, 1974–75, and 1984–85--(Continued)

Field of study	Number of degrees in			Percent of total		
	1964-65	1974-75*	1984-85*	1964-65	1974-75*	1984-85*
			FIRST-PROFESSIONAL			
Total first-professional	28,755	53,900	65,000	100.0	100.0	100.0
Medicine	7,304	11,600	14,500	25.4	21.5	22.3
Dentistry	3,108	4,700	5,500	10.8	8.7	8.5
Other health professions	1,794	3,100	4,200	6.2	5.8	6.5
Law	11,782	28,300	33,600	41.0	52.5	51.7
Theology and others	4,767	6,200	7,200	16.6	11.5	11.1

*Estimated

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84,* 1974 edition.

Table 56.--Number of degrees received by females per 100 males, by level of degree: 1970–71 to 1977–78

Year	Number of degrees, by degree level				Number received by females per 100 males, by degree level			
	Bachelor's	Master's	Doctor's	First-professional	Bachelor's	Master's	Doctor's	First-professional
1970-71	839,730	230,509	32,107	37,946	77	67	17	7
1971-72	883,455	250,075	33,330	43,411	78	69	19	7
1972-73	954,000	256,300	34,100	50,700	79	73	22	9
1973-74	977,000	270,100	33,700	54,100	83	78	24	11
				PROJECTED				
1974-75	975,000	279,600	34,900	53,900	85	80	27	14
1975-76	967,000	284,900	36,900	57,100	90	82	28	15
1976-77	983,000	292,500	39,200	58,700	92	83	28	16
1977-78	1,005,000	300,600	40,100	60,100	91	84	28	17

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84,* 1974 edition.

Table 57.--Recipients of doctor's degrees by field and by racial or ethnic background: 1973

Racial or ethnic background[1]	Percent of all doctoral degrees received	Total	Field of study						
			Engineering math, physics	Life sciences	Psy-chology	Social sciences	Arts & human-ities	Edu-cation	Other
Total	100	100	22	14	8	10	17	24	4
White	95	100	23	14	8	10	18	23	4
Black	3	100	9	9	4	7	9	59	3
Spanish-American	1	100	15	16	9	9	27	24	1
American Indian	1	100	16	15	9	11	18	31	1
Oriental	1	100	42	24	6	11	8	6	3

[1] Data used for calculating percentages are for U.S. citizens only; students of foreign origin with immigrant visas and those with other types of visas are excluded.

NOTE.--Because of rounding, percentages may not add to 100.

SOURCE: National Research Council, Commission on Human Resources, unpublished data.

Table 58.--Current and capital expenditures by institutions of higher education, in current and constant (1973-74) dollars, by control: 1971-72 to 1977-78

(In billions of dollars)

Year and control	Current dollars			Constant (1973-74) dollars		
	Total	Current expenditures	Capital outlay	Total	Current expenditures	Capital outlay
1971-72 total	$29.2	$24.9	$4.3	$33.4	$28.3	$5.1
Public	19.1	16.0	3.1	21.9	18.2	3.7
Private	10.1	8.9	1.2	11.5	10.1	1.4
1972-73 total	31.4	27.1	4.3	34.2	29.5	4.7
Public	20.6	17.5	3.1	22.5	19.1	3.4
Private	10.8	9.6	1.2	11.7	10.4	1.3
1973-74 total	35.4	31.3	4.1	35.4	31.3	4.1
Public	23.4	20.4	3.0	23.4	20.4	3.0
Private	12.0	10.9	1.1	12.0	10.9	1.1
Projected						
1974-75 total	39.5	35.5	4.0	36.3	32.6	3.7
Public	26.1	23.2	2.9	24.0	21.3	2.7
Private	13.4	12.3	1.1	12.3	11.3	1.0
1975-76 total				37.3	34.0	3.3
Public				24.7	22.3	2.4
Private				12.6	11.7	.9
1976-77 total				38.9	35.6	3.3
Public				25.8	23.4	2.4
Private				13.1	12.2	.9
1977-78 total				40.6	37.3	3.3
Public				27.0	24.6	2.4
Private				13.6	12.7	.9

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84*, 1974 edition.

Table 59.--Education expenditures per student by institutions of higher education, by control (constant 1973-74 dollars): 1971-72 to 1977-78

	1971-72	1972-73*	1973-74*	1974-75†	1975-76†	1976-77†	1977-78†
Total expenditures for "student education" . . .	$2,516	$2,609	$2,699	$2,794	$2,888	$2,982	$3,075
Publicly controlled . .	2,290	2,376	2,461	2,547	2,633	2,719	2,804
Privately controlled . .	3,175	3,301	3,427	3,553	3,679	3,805	3,931

*Estimated

†Projected

NOTE.–"Student education" has been revised, beginning with *Projections,* 1974 edition, to exclude extension and nonmajor public services. This applies to base years as well as projections.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84,* 1974 edition.

Table 60.--Estimated average charges per full-time undergraduate resident degree-credit student in institutions of higher education, by institutional type and control: 1971-72 to 1974-75

(Charges are for the academic year and in current unadjusted dollars)

Year and control	Total tuition, board, and room				Tuition and required fees				Board (7-day basis)				Dormitory rooms			
	All	University	Other 4-year	2-year	All	University	Other 4-year	2-year	All	University	Other 4-year	2-year	All	University	Other 4-year	2-year
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
1971-72:																
Public	1,357	1,579	1,263	1,073	376	526	354	192	551	590	509	515	430	463	400	366
Nonpublic	2,917	3,375	2,748	2,186	1,820	2,133	1,721	1,172	603	666	573	565	494	576	454	449
1972-73:[1]																
Public	1,425	1,666	1,332	1,151	398	564	376	211	570	609	528	540	457	493	428	400
Nonpublic	3,093	3,577	2,919	2,336	1,949	2,280	1,849	1,263	621	689	588	588	523	608	482	485
1973-74:[1]																
Public	1,569	1,841	1,472	1,292	442	634	420	241	617	658	573	595	510	549	479	456
Nonpublic	3,436	3,972	3,254	2,611	2,185	2,552	2,079	1,423	671	747	641	641	580	673	534	547
1974-75:[1]																
Public	1,710	2,115	1,604	1,418	482	691	458	263	672	717	624	648	556	707	522	497
Nonpublic	3,744	4,328	3,547	2,843	2,381	2,781	2,266	1,551	731	814	699	699	632	733	582	596

[1] Data for 1971-72 through 1974-75 estimated by applying the Consumer Price Index.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84*, 1974 edition.

Table 61.--Percentage of students enrolled in postsecondary education receiving financial aid, by family income and type of aid, for high school graduating class of 1972: 1972-73

Source and type of aid	Family income									
	Less than $3,000	$3,000 to $5,999	$6,000 to $7,499	$7,500 to $8,999	$9,000 to $10,499	$10,500 to $11,999	$12,000 to $13,499	$13,500 to $14,499	$15,000 to $18,000	Over $18,000
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	Enrollees in all institutions									
Federal aid										
Total Federal aid	52	48	41	38	34	27	24	24	18	10
Loans	28	25	25	25	22	18	16	18	13	6
Scholarships or grants	28	21	14	12	7	5	4	3	3	1
Non-Federal scholarships, grants or loans	32	31	32	32	33	27	28	23	20	14
	Enrollees in vocational-technical schools									
Federal aid										
Total Federal aid	39	40	33	32	24	23	19	32	23	12
Loans	27	23	19	20	19	19	13	27	17	10
Scholarships or grants	8	7	8	6	1	5	0	0	2	0
Non-Federal scholarships, grants or loans	17	13	14	15	14	7	14	19	10	1
	Enrollees in 2-year institutions									
Federal aid										
Total Federal aid	42	43	32	24	21	16	11	8	7	7
Loans	13	14	13	9	4	7	1	4	4	2
Scholarships or grants	19	16	12	8	5	4	3	0	2	0
Non-Federal scholarships, grants or loans	26	28	24	23	20	16	19	9	11	8
	Enrollees in 4-year institutions									
Federal aid										
Total Federal aid	68	59	53	50	44	37	34	30	23	11
Loans	39	37	38	36	32	25	25	23	16	7
Scholarships or grants	45	32	20	17	11	7	6	4	4	2
Non-Federal scholarships, grants or loans	46	45	48	44	47	42	37	29	26	17

NOTE.—In addition to Federal scholarships, grants, and loans, total Federal aid includes: college work-study programs, Law Enforcement Educational Programs, Veterans' Administration War Orphan or Survivor Benefits Programs, Veterans' Administration direct benefits (G.I. Bill compensation or pension), Vocational Rehabilitation Program benefits, Social Security benefits (for children 18 to 22 who are children of retired, disabled, or deceased parents).

Federal loans include: Federal Guaranteed Student Loan Programs, National Defense (Direct) Student Loan Program, Health Professions Student Loan Program, and Nursing Student Loan Program.

Federal scholarships on grants include: Educational Opportunity Grant Program, ROTC scholarship or stipend, Nursing Scholarship Program, and Health Professions Scholarship Program.

Non-Federal grants or loans include: College scholarship or grant from college funds, State scholarships, other scholarships, State loan programs, and regular bank loans.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, preliminary data.

Table 62.--Percent distribution by field of science of major source of support for all full-time and first-year full-time graduate students. 1973

Source of support	All fields	Engi-neering	Physical sciences	Math sciences	Life sciences	Psy-chology	Social sciences	Others, NEC
All full-time graduate students, total . . .	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All U.S. sources	97.8	96.4	98.6	98.1	97.3	99.6	98.0	100.0
U.S. Government	26.3	33.9	31.3	13.3	30.8	27.3	14.5	22.6
Other U.S. sources	71.5	62.5	67.3	84.9	66.5	72.3	83.5	77.4
Institutional support	41.7	30.0	52.4	59.1	39.2	38.6	41.2	41.4
Self-support	23.7	23.5	10.4	21.9	21.2	27.1	36.5	34.6
Other sources	6.2	9.0	4.5	3.9	6.0	6.6	5.8	1.5
Foreign sources	2.2	3.6	1.5	1.9	2.7	.4	2.0	. . . .
First-year full-time graduate students, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All U.S. sources	97.2	95.8	98.2	97.9	96.7	99.5	97.7	100.0
U.S. Government	18.1	27.1	14.3	10.4	18.1	22.6	11.5	34.7
Other U.S. sources	79.1	68.6	83.9	87.4	78.5	76.9	86.3	65.3
Institutional support	41.8	30.3	67.2	55.0	39.7	37.2	37.9	34.7
Self-support	31.4	29.3	13.2	28.7	32.9	36.0	43.2	28.0
Other sources	5.9	9.1	3.5	3.7	5.9	3.7	5.2	2.7
Foreign sources	2.8	4.2	1.8	2.1	3.3	0.5	2.3	. . . .

SOURCE: National Science Foundation, *Graduate Science Education, Student Support and Post-Doctorals, Fall, 1973, Detailed Statistical Tables,* Appendix III, NSF 74-318A.

Table 63.--Number and average salary of full-time instructional faculty on 9-10 month contracts in institutions of higher education, by type of institution, academic rank, and sex: 1974-75

Rank and sex	Total		Universities		Other 4-year institutions		2-year institutions	
	Number of faculty members	Average salary	Number of faculty members	Average salary	Number of faculty members	Average salary	Number of faculty members	Average salary
Total	252,404	$15,269	90,213	$16,704	108,592	$14,342	53,599	$14,736
Men	190,708	15,926	73,488	17,421	81,492	14,876	35,728	15,244
Women[1]	61,696	14,567	16,725	16,017	27,100	14,045	17,871	13,927
Professors	52,510	20,653	26,125	22,514	23,225	18,875	3,160	18,343
Men	47,087	20,909	24,473	22,674	20,239	19,041	2,375	18,649
Women	5,423	18,433	1,652	20,145	2,986	17,753	785	17,417
Associate Professors	58,323	15,920	24,717	16,623	28,926	15,214	4,680	16,569
Men	48,456	16,069	21,422	16,746	23,517	15,372	3,517	16,614
Women	9,867	15,185	3,295	15,820	5,409	14,529	1,163	16,435
Assistant Professors	76,108	13,104	28,864	13,582	40,054	12,658	7,170	13,713
Men	55,486	13,276	21,958	13,769	28,804	12,285	4,701	13,813
Women	20,622	12,642	6,906	12,989	11,247	12,237	2,469	13,522
Instructors	50,280	12,825	8,580	10,737	14,130	10,404	27,570	14,716
Men	29,838	13,520	4,410	10,976	7,481	10,624	17,947	15,354
Women	20,442	11,812	4,170	10,486	6,649	10,157	9,623	13,529
Lecturers	2,398	11,980	1,564	12,343	650	11,455	184	10,749
Men	1,444	12,713	998	12,919	359	12,375	87	11,753
Women	954	10,869	566	11,327	291	10,320	97	9,847
Undesignated Rank	12,805	13,308	363	12,337	1,607	10,936	10,835	13,693
Men	8,417	13,738	227	13,463	1,089	11,170	7,101	14,142
Women	4,388	12,483	136	10,457	518	10,445	3,734	12,841

[1] Average salaries for the total of women were adjusted by academic rank, to eliminate the effect of differential distribution of men and woemn among the various academic ranks. The raw data would show a greater differential due to disproportionate representation of women in the lower academic ranks. Following are the raw data for average salaries for women:

Type of institution	Average salary
Total	$13,243
Universities	13,552
Other 4-year institutions	12,736
2-year institutions	13,724

NOTE.—This table excludes the following:

Full time instructional faculty on other than 9-10 month contracts; part-time instructional faculty; and junior instructional staff.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data, 1975.

Table 64.--Percentage distribution of all full-time instructional faculty on 9-10-month contracts in institutions of higher education by type of institution and by sex and academic rank: 1972-73

Sex and rank of faculty	Type of institution							
	All types		Universities		Other 4-year institutions		2-year institutions	
	Total faculty	Each sex	Total faculty	Each sex	Total faculty	Each sex	Total faculty	Each sex
Both sexes, total	100.0	---	100.0	---	100.0	---	100.0	---
Males, total	78.1	100.0	83.7	100.0	76.9	100.0	68.1	100.0
Professors	20.0	25.7	27.5	32.9	18.7	24.3	5.9	8.6
Associate professors	19.6	25.1	23.0	27.4	20.6	26.8	8.5	12.4
Assistant professors	26.1	33.4	27.0	32.3	29.0	37.8	14.9	21.9
Instructors	12.3	15.8	6.2	7.4	8.5	11.1	38.9	57.1
Females, total	21.9	100.0	16.3	100.0	23.1	100.0	31.9	100.0
Professors	2.2	9.9	1.8	10.9	2.6	11.4	1.7	5.5
Associate professors	3.7	17.0	3.2	19.6	4.5	19.4	2.7	8.5
Assistant professors	8.1	36.9	6.6	40.6	9.7	41.8	6.8	21.4
Instructors	7.9	36.2	4.7	28.9	6.3	27.4	20.6	64.6

NOTE.–Excludes an estimated 320,000 faculty members, distributed approximately: 120,000 full-time instructional faculty on other than 9-10-month contracts and faculty members who have not been designated a formal rank, 100,000 part-time instructional faculty, and 100,000 junior instructional staff.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Employees in Higher Education, 1972-73, unpublished data.

Table 65.--Current research and development expenditures in universities and colleges, by source of funds, character of work, and field of science: 1970, 1972, 1973

(Thousands)

Item	Amount			Percent distribution		
	1970	1972	1973	1970	1972	1973
Total current R&D expenditures[1]	$2,334,859	$2,674,728	$2,933,552	100.00	100.00	100.00
Source of Funds						
Federal government	1,647,500	1,838,446	2,044,358	70.56	68.73	69.69
State government	206,907	250,059	270,850	8.86	9.35	9.23
Local government	11,870	15,486	14,386	0.51	0.58	0.49
Foundations & voluntary health agencies	110,391	128,638	131,757	4.73	4.81	4.49
Industry	60,538	74,792	86,385	2.59	2.80	2.94
Institution's own funds	243,051	309,654	317,396	10.41	11.58	10.82
Other sources	54,602	57,659	68,420	2.34	2.16	2.33
Character of Work						
Basic research	1,795,864	2,023,308	2,058,430	76.92	75.65	70.17
Applied research	426,714	540,572	705,142	18.28	20.21	24.04
Development	112,281	110,848	169,980	4.81	4.14	5.79
Field of Science						
Engineering	318,836	348,926	384,452	13.66	13.05	13.11
Physical science	307,310	334,149	340,954	13.16	12.49	11.62
Environmental science	125,315	186,782	200,376	5.37	6.98	6.83
Math science	72,413	71,087	74,683	3.10	2.66	2.55
Life science	1,194,249	1,353,829	1,517,994	51.15	50.62	51.75
Psychology	59,250	69,213	74,376	2.54	2.59	2.54
Social science	168,669	205,778	235,607	7.22	7.69	8.03
Other science	88,817	104,964	105,110	3.80	3.92	3.58

[1] Excludes departmental research.

NOTE.–Details may not add to totals because of rounding.

SOURCE: National Science Foundation, informal report *Science and Engineering Expenditures in Universities and Colleges, 1973, Selected Statistical Tables.*

Table 66.--Enrollment in institutions of higher education, by degree-credit status and type: 1973 to 1977

(Enrollments in thousands)

Year (fall)	Total enrollment	Degree-credit			Non-degree-credit		
		Total	2-year institutions	4-year institutions	Total	2-year institutions	4-year institutions
1973 . .	9,602	8,520	1,922	6,598	1,082	1,000	82
1974 . .	9,709	8,560	1,945	6,615	1,149	1,060	89
1975 . .	9,903	8,665	1,985	6,680	1,238	1,141	97
1976 . .	10,129	8,824	2,041	6,783	1,305	1,204	101
1977 . .	10,371	8,994	2,097	6,897	1,377	1,270	107

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1983-84*, 1974 edition.

Table 67.--Number and enrollment of institutions of higher education, by type and control: 1953, 1963, and 1973

	Number of institutions			Enrollment		
	1953	1963	1973	1953	1963	1973
All institutions						
Total	1,863	2,132	2,735	2,218,287	4,814,933	9,602,123
Public	662	760	1,215	1,175,736	3,105,968	7,419,516
Private	1,201	1,372	1,520	1,042,551	1,708,965	2,182,607
Universities						
Total	129	146	159	1,015,701	1,934,491	3,057,741
Public	67	88	94	568,447	1,347,590	2,352,052
Private	62	58	65	447,254	568,901	705,689
All other 4-year institutions						
Total	1,216	1,353	1,577	936,787	2,028,070	3,624,732
Public	302	298	364	391,933	1,017,579	2,266,218
Private	914	1,055	1,213	544,854	1,010,419	1,358,514
2-year institutions						
Total	518	633	999	265,799	852,373	2,919,650
Public	293	374	757	215,356	740,799	2,801,246
Private	225	259	242	50,443	111,573	118,404

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States, 1952-54, Resident and Extension Enrollment in Institutions of Higher Education, Fall 1963,* and unpublished data.

Table 68.--Enrollment in postsecondary education (PSE) by ability and type of institution for high school class of 1972: October 1972

Type of institution	Ability group			
	Total	Lower quartile	Middle two quartiles	Upper quartile
1	2	3	4	5
Number of participants in study	[1] 18,[illegible]49	3,612	5,881	3,346
	In college, as percent of participants			
Total in college[2]	54	31	54	80
Four-year college	30	9	25	60
Two-year college	16	12	19	15
Vocational or technical school . .	8	10	10	5

[1] This number includes a large group of unclassifiables in ability.

[2] Call entries are unweighted estimates. However, they should correspond closely with the weighted estimates.

NOTE.--Preliminary data. Entries in the table show the proportions of all individuals of the given ability levels who reported study in the PSE category indicated in October 1972. Ability was defined by cognitive tests administered prior to high-school graduation.

SOURCE: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

Table 69.--Participation in postsecondary study or nonstudy activities by sex, race, and family income, for high school class of 1972: October 1972

Sex and race, by family income	Number	Percent in postsecondary activity						
		Total	Attending educational institutions				Not studying
			Voc/tech schools	2-year institutions	4-year institutions	Unclassifiable	
1	2	3	4	5	6	7	8
Total, all high school seniors	3,043,395	100.0	8.8	15.9	29.4	2.6	43.3
0 - $2,999	120,889	100.0	8.8	9.7	17.7	3.8	60.0
$3,000 - $5,999	239,933	100.0	10.5	14.3	17.9	3.0	54.3
$6,000 - $7,499	227,420	100.8	10.6	14.6	19.7	3.1	52.1
$7,500 - $8,999	218,041	100.0	10.4	14.8	23.2	2.1	49.6
$9,000 - $10,499	283,950	100.0	10.1	15.2	29.0	3.0	42.8
$10,500 - $11,999	222,396	100.0	9.3	17.0	25.6	2.9	45.2
$12,000 - $13,499	215,165	100.0	8.0	17.5	31.4	2.4	40.8
$13,500 - $14,999	166,967	100.0	7.8	17.1	35.4	2.1	37.7
$15,000 - $17,999	216,906	100.0	8.5	19.7	39.5	2.1	30.4
$15,000 or more	349,828	100.0	5.2	16.9	52.3	1.9	23.8
Income unknown	781,914	100.0	9.0	15.8	25.6	2.7	46.8
Sex							
Males, total	1,516,690	100.0	7.4	16.7	30.8	2.6	42.5
0 - $2,999	51,827	100.0	7.5	8.6	19.8	3.7	60.4
$3,000 - $5,999	108,414	100.0	8.5	13.5	19.0	2.8	56.3
$6,000 - $7,499	107,254	100.0	9.3	15.6	20.6	2.9	51.6
$7,500 - $8,999	115,829	100.0	7.9	15.7	23.2	3.0	50.2
$9,000 - $10,499	142,350	100.0	8.0	15.9	30.1	3.3	42.6
$10,500 - $11,999	119,568	100.0	8.4	20.4	24.8	2.9	43.5
$12,000 - $13,499	117,098	100.0	5.9	20.1	32.1	1.9	40.0
$13,500 - $14,999	94,481	100.0	7.4	16.9	36.4	1.6	37.7
$15,000 - $17,999	123,788	100.0	7.8	18.8	42.8	1.8	28.8
$18,000 or more	202,033	100.0	5.0	17.9	50.4	1.9	24.7
Income unknown	334,053	100.0	7.4	16.0	26.4	3.0	47.2
Females, total	1,520,885	100.0	10.3	15.1	28.0	2.6	44.0
0 - $2,999	68,906	100.0	9.8	10.5	16.2	3.8	59.7
$3,000 - $5,999	131,129	100.0	12.2	15.1	17.0	3.2	52.5
$6,000 - $7,499	120,079	100.0	11.7	13.7	18.9	3.2	52.5
$7,500 - $8,999	102,192	100.0	13.1	13.7	23.1	1.2	48.9
$9,000 - $10,499	141,614	100.0	12.2	14.5	27.8	2.6	42.9
$10,000 - $11,999	102,759	100.0	10.2	13.2	26.6	2.9	47.1
$12,000 - $13,499	98,072	100.0	10.4	14.3	30.5	3.0	41.6
$13,500 - $14,999	72,329	100.0	8.3	17.4	34.1	2.8	37.5
$15,000 - $17,999	92,965	100.0	9.4	20.8	35.0	2.4	32.3
$18,000 or more	146,799	100.0	5.4	15.4	54.7	1.9	22.6
Income unknown	444,048	100.0	10.3	15.7	25.1	2.6	46.4
Race							
Whites, total	2,350,649	100.0	8.7	16.1	30.9	2.4	41.9
0 - $2,999	52,034	100.0	8.3	9.4	14.6	2.6	65.2

Table 69.--Participation in postsecondary study or nonstudy activities by sex, race, and family income, for high school class of 1972: October 1972—Continued

Sex and race, by family income	Number	Percent in postsecondary activity					
		Total	Attending educational institutions				Not studying
			Voc/tech schools	2-year institutions	4-year institutions	Unclassifiable	
1	2	3	4	5	6	7	8
Race—Continued							
Whites—Continued							
$3,000 - $5,999	151,710	100.0	9.6	14.7	16.8	3.0	55.9
$6,000 - $7,499	177,785	100.0	10.4	15.1	19.1	3.0	52.5
$7,500 - $8,999	173,958	100.0	11.2	13.7	24.0	1.9	49.2
$9,000 - $10,499	240,686	100.0	10.6	15.0	29.1	2.8	42.5
$10,500 - $11,999	194,139	100.0	8.8	16.9	26.9	2.9	44.5
$12,000 - $13,499	193,777	100.0	8.1	17.4	32.0	2.5	40.1
$13,500 - $14,999	152,211	100.0	7.7	17.6	35.7	2.2	36.8
$15,000 - $17,999	195,225	100.0	8.2	19.8	40.5	1.8	29.7
$18,000 or more	323,793	100.0	5.0	16.8	52.8	1.9	23.6
Income unknown	495,346	100.0	9.2	15.9	26.2	2.3	46.4
Blacks, total	270,007	100.0	10.9	11.9	24.9	3.4	49.0
0 - $2,999	48,727	100.0	11.1	8.4	19.8	4.3	56.4
$3,000 - $5,999	52,589	100.0	12.6	11.3	21.7	3.3	51.1
$6,000 - $7,499	27,183	100.0	13.9	14.0	24.0	3.2	44.9
$7,500 - $8,999	23,219	100.0	7.2	12.2	25.4	3.2	52.1
$9,000 - $10,499	22,767	100.0	6.5	10.3	37.5	3.8	41.9
$10,500 - $11,999	12,737	100.0	14.9	9.5	26.5	1.0	48.1
$12,000 - $13,499	8,573	100.0	6.9	14.7	35.9	0.7	41.9
$13,500 - $14,999	4,161	100.0	6.4	24.1	34.3	0.8	34.4
$15,000 - $17,999	7, 249	100.0	11.7	23.2	32.3	9.1	23.7
$18,000 or more	7,149	100.0	11.0	12.0	51.4	3.5	22.1
Income unknown	55,655	100.0	10.7	12.5	20.5	3.0	53.2

NOTE.—Sample numbers and percentages are weighted to reflect population estimates. Data are subject to sampling variability and response error.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, preliminary data.

Table 70.--Participation in postsecondary study or nonstudy activities by sex, race, and family income, for high school class of 1972: October 1973

Sex and race, by family income	Number	Percent in postsecondary activity					
		Total	Attending educational institutions				Not studying
			Voc/tech schools	2-year institutions	4-year institutions	Unclassifiable	
1	2	3	4	5	6	7	8
Total all high school seniors	3,043,337	100.0	5.3	12.6	26.6	0.5	55.0
0 - $2,999	120,885	100.0	5.4	8.1	14.9	.4	71.3
$3,000 - $5,999	239,926	100.0	6.3	11.0	15.0	.6	67.1
$6,000 - $7,499	227,414	100.0	6.1	11.0	16.7	.7	65.5
$7,500 - $8,999	218,036	100.0	5.2	12.1	20.9	.4	61.3
$9,000 - $10,499	283,945	100.0	5.4	11.8	26.0	.4	56.4
$10,500 - $11,999	222,391	100.0	7.3	12.0	22.2	.6	57.8
$12,000 - $13,499	215,160	100.0	4.2	14.5	28.2	.3	52.9
$13,500 - $14,999	166,963	100.0	5.7	13.5	30.1	.0	50.7
$15,000 - $17,999	216,902	100.0	4.4	15.8	36.5	.3	43.1
$18,000 or more	349,825	100.0	4.0	13.1	48.1	.7	34.1
Income unknown	781,903	100.0	5.3	13.0	24.4	.6	56.8
Sex							
Males, total	1,516,681	100.0	5.1	13.6	27.8	.5	53.0
$0 - $2,999	51,827	100.0	4.7	6.6	16.5	.5	71.7
$3,000 - $5,999	108,413	100.0	6.4	10.7	16.2	1.1	65.7
$6,000 - $7,499	107,253	100.0	5.6	11.8	17.1	.4	65.0
$7,500 - $8,999	115,828	100.0	5.1	12.6	20.6	.5	61.1
$9,000 - $10,499	142,347	100.0	5.1	12.1	26.9	.3	55.5
$10,500 - $11,999	119,567	100.0	6.3	14.3	21.9	.3	57.2
$12,000 - $13,499	117,098	100.0	3.9	17.5	29.9	.1	48.6
$13,500 - $14,999	94,481	100.0	5.9	13.3	30.3	.1	50.4
$15,000 - $17,999	123,788	100.0	4.9	15.6	39.4	.3	39.7
$18,000 or more	202,034	100.0	3.2	14.4	46.0	.8	35.6
Income unknown	334,050	100.0	5.4	14.4	24.9	.6	54.7
Females, total	1,520,868	100.0	5.6	11.5	25.5	.5	56.9
0 - $2,999	68,906	100.0	5.9	9.1	13.7	.3	71.1
$3,000 - $5,999	131,125	100.0	6.3	11.3	14.1	.1	68.2
$6,000 - $7,499	120,076	100.0	6.6	10.1	16.3	1.0	66.0
$7,500 - $8,999	102,192	100.0	5.3	11.6	21.3	.4	61.4
$9,000 - $10,499	141,612	100.0	5.7	11.4	25.2	.4	57.3
$10,500 - $11,999	102,759	100.0	8.5	9.5	22.4	1.0	58.6
$12,000 - $13,499	98,072	100.0	4.5	11.0	26.0	.5	58.0
$13,500 - $14,999	72,329	100.0	5.4	13.8	30.0	.0	50.9
$15,000 - $17,999	92,965	100.0	3.7	16.0	32.6	.2	47.5
$18,000 or more	146,800	100.0	5.1	11.4	50.8	.7	32.1
Income unknown	444,039	100.0	5.2	11.8	24.1	.6	58.3
Race							
Whites, total	2,350,608	100.0	5.3	12.6	27.9	.5	53.7
0 - $2,999	52,034	100.0	4.6	7.9	12.2	.0	75.3

Table 70.--Participation in postsecondary study or nonstudy activities by sex, race, and family income, for high school class of 1972: October 1973—Continued

Sex and race, by family income	Number	Percent in postsecondary activity						
		Total	Attending educational institutions				Not studying
			Voc/tech schools	2-year institutions	4-year institutions	Unclassifiable	
1	2	3	4	5	6	7	8
Race—Continued							
Whites—Continued							
$3,000 - $5,999	151,706	100.0	6.2	11.4	13.6	.4	68.4
$6,000 - $7,499	177,780	100.0	6.1	11.2	16.1	.6	66.1
$7,500 - $8,999	173.954	100.0	5.6	11.0	21.4	.5	61.5
$9,000 - $10,499	240,681	100.0	5.6	11.4	26.7	.4	55.8
$10,500 - $11,999	194,135	100.0	7.3	12.2	22.7	.6	57.2
$12,000 - $13,499	193,773	100.0	4.4	14.2	28.0	.3	63.1
$13,500 - $14,999	152,209	100.0	5.7	14.0	30.3	.1	50.0
$15,000 - $17,999	195,223	100.0	4.2	15.6	37.9	.2	42.2
$18,000 or more	323,789	100.0	3.8	13.1	48.3	.8	34.0
Income unknown	495,337	100.0	5.5	12.8	24.9	.7	56.2
Blacks, total	270,007	100.0	6.1	9.6	22.4	.6	61.4
0 - $2,999	48,727	100.0	6.4	6.5	17.1	.7	69.3
$3,000 - $5,999	52,589	100.0	6.9	9.0	18.0	1.2	64.9
$6,000 $7,499	27,183	100.0	8.2	11.8	20.1	.6	59.2
$7,500 - $8,999	23,219	100.0	2.7	10.3	23.9	.4	62.7
$9,000 - $10,499	22,767	100.0	5.5	10.0	29.6	.0	55.0
$10,500 - $11,999	12,737	100.0	10.3	4.8	27.6	.0	57.4
$12,000 - $13,499	8,573	100.0	0.0	16.4	42.8	.0	40.8
$13,500 - $14,999	4,161	100.0	5.8	14.0	31.5	.0	48.7
$15,000 - $17,999	7,249	100.0	8.5	23.6	25.7	2.3	39.9
$18,000 or more	7,149	100.0	6.7	5.9	53.2	.6	33.7
Income unknown	55,655	100.0	5.3	9.7	19.3	.1	65.6

NOTE.—Sample numbers and percentages are weighted to yield population estimates. Data are subject to sampling variability and response error.

SOURCE: U.S. Department of Health Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, preliminary data.

Table 71.--Persistence of full-time students in postsecondary education (PSE) for high school class of 1972: October 1972 and October 1973

Ability Group[1]	Enrolled full-time, October 1972		Enrollment status, October 1973					
			Full-time		Part-time		Not enrolled	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Total	9,457	100	6,809	72	385	4	2,263	24
Low	940	100	497	53	56	6	387	41
Medium	2,967	100	2,000	67	144	5	823	28
High	2,820	100	2,338	83	88	3	394	14

[1] Ability defined by the cognitive tests administered prior to high school graduation. Persons not classifiable on these tests have been eliminated from the table.

NOTE:—Preliminary data. Numbers and proportions are unweighted estimates.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data from the National Longitudinal Study of the High School Class of 1972.

Table 72.--Percentage increase of persons enrolled in college, by sex and age, since 1970: 1971-1973

Sex and age	Percent change from 1970		
	1971	1972	1973
Total	9.1	12.1	10.3
Sex			
Male	10.2	10.3	6.3
Female	7.4	14.8	16.2
Age			
14-17	2.6	13.5	13.5
18-21	6.1	7.8	3.1
22-24	9.8	7.9	8.2
25-34	18.2	30.5	35.4
Males, by age			
14-17	–0.8	8.5	–6.9
18-21	4.7	4.8	–0.2
22-24	18.1	10.6	3.9
25-34	18.2	25.3	27.2
Females, by age			
14-17	18.5	17.7	33.8
18-21	8.2	11.8	7.2
22-24	–6.4	2.7	16.8
25-34	15.4	42.1	54.8

SOURCE: U.S. Bureau of the Census, CPS Report, Series P-20, No. 272, Nov. 1974; *Social and Economic Characteristics of Students: Oct. 1973.*

Table 73.--Percentage distribution of persons 16 years old and over enrolled in postsecondary education (PSE), by type of institution and by age, sex, and race of student: October 1973

Age, sex, and race	Total population	Total enrolled in PSE as percent of total population	Enrolled in postsecondary education						
			In 4-year institutions, as percent of --		In 2-year institutions, as percent of --		In vocational schools, as percent of --		Level not reported, as percent of PSE enrollees
			Total population	PSE enrollees	Total population	PSE enrollees	Total population	PSE enrollees	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	100.0	7.1	4.5	62.8	1.5	20.5	1.0	14.3	2.4
Age									
16-21 yrs.	100.0	23.6	16.2	68.8	4.7	20.1	2.4	10.1	1.0
22-24 yrs.	100.0	16.1	11.1	68.8	2.5	15.4	2.1	13.0	2.8
25-29 yrs.	100.0	10.1	5.8	57.8	2.3	22.6	1.7	17.3	2.3
30-34 yrs.	100.0	5.4	2.7	49.7	1.4	26.1	1.1	19.7	4.5
35 and over	100.0	1.3	0.5	40.0	0.3	23.9	0.4	29.7	6.4
Sex									
Men 16-34 yrs. . . .	100.0	17.8	11.7	66.1	3.5	19.4	2.2	12.1	2.4
Women 16-34 yrs. .	100.0	12.7	8.2	64.4	2.7	20.9	1.7	13.1	1.6
Race									
White 16-34 yrs. . .	100.0	15.5	10.3	66.3	3.1	20.0	1.9	11.9	1.8
Black 16-34 yrs. . .	100.0	11.3	6.6	58.6	2.7	24.0	1.8	15.6	1.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1973, Series P-20 No. 272 and special tabulations.

Table 74.--Percentage enrollments of dependent family members 18 to 24 years old in institutions of higher education, by type of institution and by family income: October 1973

Family income (dollars)	Dependent family members		Enrollment												Not reported	
			In 4-year institutions						In 2-year institutions							
			Total		Public		Private		Total		Public		Private			
	Total	Percent enrolled in higher education	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled	Percent of total population	Percent of those enrolled
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total, all income .	100.0	36.2	25.8	71.3	18.2	50.3	7.6	21.0	7.6	20.9	7.0	19.2	0.6	1.7	2.8	7.8
Under $3,000	100.0	13.2	8.4	63.7	6.3	48.0	2.1	15.7	2.9	21.6	2.6	19.0	.3	2.0	1.9	14.7
$3,000 - $4,999	100.0	18.6	11.6	62.6	9.2	49.5	2.4	13.1	5.6	29.8	5.4	28.2	.2	1.0	1.4	7.6
$5,000 - $7,499	100.0	22.7	14.6	64.5	10.5	46.2	4.1	18.3	6.6	28.9	6.0	26.2	.6	2.7	1.5	6.7
$7,500 - $9,999	100.0	28.5	18.9	66.3	15.2	53.3	3.7	13.0	7.7	26.8	7.0	24.5	.7	2.3	1.9	6.9
$10,000 - $14,999 . .	100.0	35.2	25.3	71.9	18.8	53.3	6.5	18.6	7.8	22.3	7.5	21.4	.3	1.0	2.1	5.8
$15,000 or more . . .	100.0	51.7	38.7	74.8	26.2	50.6	12.5	24.2	8.8	17.0	7.9	15.3	.9	1.8	4.2	8.2
Not reported	100.0	39.6	26.9	67.9	17.0	43.0	9.9	24.9	8.4	21.3	7.4	18.8	1.0	2.5	4.3	10.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1973, series P-20, No. 272, and special tabulations.

Table 75.--Adult education enrollment and participation rates, by age and level of educational attainment: 1972

(Numbers in thousands)

Age and education level	Number enrolled	Percent of total enrolled	Total population	Participation as percent of population group
Total	15,734	100.0	139,782	11.3
Age				
17-24	3,426	21.8	28,650	12.0
25-34	5,218	33.2	26,517	19.7
35-44	3,346	21.3	22,602	14.8
45-54	2,381	15.1	23,354	10.2
55-64	987	6.3	18,832	5.2
65 and older	376	2.4	19,827	1.9
Level of educational attainment				
8th grade or less . .	612	3.9	29,202	2.1
9th-11th grade . . .	[illegible]54	9.2	26,965	5.4
12th grade	5,916	37.6	50,457	11.7
Some college	3,373	21.4	17,954	18.8
College graduate .	2,582	16.4	9,564	27.0
More than 4 years of of college	1,797	11.4	5,640	31.9

NOTE.–The number of 17-year-olds is estimated by halving the number of persons aged 16 and 17.

SOURCES: U.S. Department of Health Education, and Welfare, National Center for Education Statistics, *Participation in Adult Education*, May 1972 and unpublished data; and U.S. Department of Commerce, Bureau of the Census, Current Population Reports, *Population Characteristics, Educational Attainment: March 1972*, Series P-20, No. 243, Nov. 1972.

Table 76.--Postsecondary schools with occupational programs, by control and by type of school, accreditation, and eligibility for Federal loans: 1971

Type of school, accreditation,[1] and eligibility for FISL[2] or VA[3]	Total	Public control		Private control					
				Total		Proprietary		Nonprofit	
		Number	Percent of Col. 2	Number	Percent of Col. 2	Number	Percent of Col 5	Number	Percent of Col. 5
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
All types of institutions	11,739	1,783	15.2	9,956	84.8	8,282	83.2	1,674	16.8
Collegiate, total[4]	1,177	875	74.3	302	25.7	19	6.3	283	93.7
Junior or community college	787	658	83.6	129	16.4	14	10.9	115	89.1
Accredited	631	538	85.3	93	14.7	9	9.7	84	90.3
FISL or VA eligible	772	649	84.1	123	15.9	12	9.8	111	90.2
4-year college	390	217	55.6	173	44.4	5	2.9	168	97.1
Accredited	349	200	57.3	149	42.7	5	3.4	144	96.6
FISL or VA eligible	364	204	56.0	160	44.0	4	2.5	156	97.5
Noncollegiate, total	10,297	868	8.4	9,429	91.6	8,056	85.4	1,373	14.6
Technical or vocational	1,422	561	39.5	861	60.5	788	91.5	73	8.5
Accredited	330	136	41.2	194	58.8	177	91.2	17	8.8
FISL or VA eligible	894	442	49.4	452	50.6	411	90.9	41	9.1
Technical institutes	362	122	33.7	240	66.3	213	88.8	27	11.3
Accredited	144	46	31.9	98	68.1	86	87.8	12	12.2
FISL or VA eligible	299	115	38.5	184	61.5	161	87.5	23	12.5
Business or commercial schools	1,680	5	0.3	1,675	99.7	1,636	97.7	39	2.3
Accredited	516	2	.4	514	99.6	500	97.3	14	2.7
FISL or VA eligible	960	2	.2	958	99.8	936	97.7	22	2.3
Cosmetology	2,444	5	.2	2,439	99.8	2,436	99.9	3	.1
Accredited	566	2	.4	564	99.6	563	99.8	1	.2
FISL or VA eligible	1,424	4	.3	1,420	99.7	1,418	99.9	2	.1
Flight school	1,880	3	.2	1,877	99.8	1,862	99.2	15	.8
Accredited	36	1	2.8	35	97.2	32	91.4	3	8.6
FISL or VA eligible	1,343	3	.2	1,340	99.8	1,330	99.3	10	.7
Trade schools	1,082	54	5.0	1,028	95.0	913	88.8	115	11.2
Accredited	114	3	2.6	111	97.4	103	92.8	8	7.2
FISL or VA eligible	573	35	6.1	538	93.9	505	93.9	33	6.1
Correspondence school	156	0	.0	156	100.0	153	98.1	3	1.9
Accredited	81	0	.0	81	100.0	79	97.5	2	2.5
FISL or VA eligible	106	0	.0	106	100.0	106	100.0	0	.0
Hospital schools	1,271	118	9.3	1,153	90.7	55	4.8	1,098	95.2
Accredited	973	64	6.6	909	93.4	39	4.3	870	95.7
FISL or VA eligible	988	80	8.1	908	91.9	38	4.2	870	95.8
Other schools	265	40	15.1	225	84.9	207	92.0	18	8.0
Accredited	6	3	50.0	3	50.0	3	100.0	0	0.0
FISL or VA eligible	45	15	33.3	30	66.7	20	66.7	10	33.3

Table 76.--Postsecondary schools with occupational programs, by control and by type of school, accreditation, and eligibility for Federal loans: 1971–Continued

[1] Schools approved by a regional accrediting association or schools with programs approved by an accrediting association or agency recognized by the U.S. Office of Education.

[2] Enrollment in these schools qualifies students for application for Federally Insured Student Loans.

[3] Schools accepted by the Veterans Administration for enrollment by veterans or dependents to receive educational benefits.

[4] Includes only those institutions that offer a program below the baccalaureate level. Institutions that offer only baccalaureate or higher degree program are not counted here.

NOTE.–The sum of the accredited schools and of the schools eligible for Federally Insured Student Loans or Veterans Administration benefits is greater than the total. While all accredited institutions are eligible under FISL or VA rules, numerous institutions become eligible by meeting other tests as substitutes for accreditation.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Vocational Educatio Directory Survey, Public/Private Postsecondary Vocational School Data: 1970-71, 1974.*

Table 77.--Percentage distribution of highest degree held by college faculty members, by type of institution: 1972-73

Highest degree held	All institutions			Universities			Four-year colleges			Two-year colleges		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than bachelor's	1.3	1.3	1.0	1.0	1.1	0.4	0.6	0.5	0.7	3.3	3.6	2.3
Bachelor's	4.9	4.5	6.5	5.1	4.9	6.3	3.2	2.8	4.3	8.2	7.3	10.9
First-professional (includes M.D.)	6.1	6.6	4.2	8.4	9.1	4.9	4.8	5.2	3.7	3.4	3.2	4.0
Master's	44.9	40.8	61.6	30.8	25.0	59.9	47.0	44.3	56.8	73.5	73.6	73.2
Ph.D. and other doctorate (excludes first-professional degrees) .	34.7	38.5	19.4	44.5	49.3	20.1	37.0	40.0	26.2	6.9	7.3	5.7
No answer	8.1	8.3	7.4	10.3	10.6	8.5	7.3	7.1	8.2	4.7	4.9	4.0

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Educational Statistics, 1974 edition.*

Table 78.--Reported enrollment of foreign students in institutions of higher education in the United States, by area of origin: 1967-68, 1969-70, 1971-72 and 1973-74

Area of Origin	1967-68	1969-70		1971-72		1973-74	
	Number of students	Number of students	Percent change since 1967-68	Number of students	Percent change since 1967-68	Number of students	Percent change since 1967-68
Total	110,315	134,959	+22.3	140,126	+27.0	151,066	+37.5
Far East	38,228	49,189	+28.7	51,827	+35.6	53,507	+40.0
Near and Middle East	12,347	15,122	+22.5	17,100	+38.5	21,946	+77.7
Europe including U.S.S.R.	15,556	18,524	+17.3	16,219	+4.3	15,539	–0.1
Latin America	21,908	24,991	+14.1	28,832	+31.6	30,276	+38.2
North America	12,236	13,415	+9.6	10,541	–13.9	8,883	–27.4
Africa	6,901	7,607	+10.2	9,592	+39.0	12,937	+87.5
Oceania	1,683	2,077	+23.4	2,131	+26.6	2,375	+41.1
Stateless or unknown	1,456	4,034	+177.1	3,884	+166.8	5,603	+284.8

SOURCE: Institute of International Education, 809 United Nations Plaza, New York, N.Y.: *Open Doors,* 1974.

Table 79.--Percentage distribution of foreign students enrolled in institutions of higher eductation in the United States, by level and field of study: 1973-74

Field of study	Total		Graduate		Under-graduate		Other[1]
	Number	Percent	Number	Percent	Number	Percent	Number
Total	151,066	100.0	58,028	100.0	66,031	100.0	6,925
Agriculture	3,688	2.4	2,481	4.3	1,027	1.6	180
Business administration	18,963	12.5	6,205	10.7	12,343	18.7	415
Education	5,957	3.9	3,583	6.2	2,158	3.3	216
Engineering	31,187	20.6	14,060	24.2	15,965	24.2	1,162
Humanities	26,034	17.2	7,872	13.6	14,397	21.8	3,765
Medical sciences	8,588	5.6	2.544	4.4	5,813	8.8	231
Physical and life sciences	19,628	12.9	11,852	20.4	7,342	11.1	434
Social sciences	16,419	10.8	9,369	16.1	6,567	9.9	483
Other	520	0.3	62	0.1	419	0.6	39
No response	20,082	13.3	---	---	---	---	---

[1] Includes special students and those not answering the question on academic level.

NOTE.–Preferences of fields varies considerably with region of origin of foreign students. The areas of greatest concentration for the students from various regions are: Europe, humanities; Far East, engineering followed by physical and life sciences; Latin America, humanities, followed closely by engineering; Africa, business administration, the social sciences, which have dropped off sharply in recent years; Middle East, very heavily engineering; North America (almost entirely Canada), humanities; Oceania, evenly split among humanities, social sciences, education and business administration.

SOURCE: Institute of International Education, 809 United Nations Plaza, New York, N.Y., *Open Doors 1974.*

Table 80.--Foreign scholars[1] in the United States, by region of origin: 1973-74

Region of origin	Number of scholars	Percent
Total	10,084	100.0
Africa	417	4.1
Middle and Near East	731	7.2
Far East	2,894	28.7
Oceania	342	3.4
Europe and U.S.S.R.	4,350	43.1
Latin America	718	7.1
North America	570	5.7
Unknown or stateless	62	.6

[1] A foreign scholar is defined as a foreigner serving or expected to serve in a teaching or research capacity on a U.S. campus for 1 month or more during the academic year. Scholars who came to the United States as enrolled students are considered students.

NOTE.–28 institutions reported more than 100 foreign scholars in 1973-74. These institutions hosted 6,384 foreign scholars, 63 percent of the total in the United States. The University of California led all institutions with 946.

SOURCE: Institute of International Education, 809 United Nations Plaza, New York, N.Y., *Open Doors, 1974.*

Table 81.--Foreign scholars[1] in the United States, by field of specialization: 1973-74

Field	Number of scholars	Percent
Total	10,084	100.0
Agriculture	208	2.1
Business administration	219	2.2
Education	200	2.0
Engineering	750	7.4
Humanities	1,398	13.9
Medical sciences	2,215	22.0
Physical and life sciences	3,847	38.1
Social sciences	1,011	10.1
Other and no response	236	2.3

[1] A foreign scholar is defined as a foreigner serving or expected to serve in a teaching or research capacity on a U.S. campus for 1 month or more during the academic year. Scholars who came to the United States as enrolled students are considered students.

NOTE.–28 institutions reported more than 100 foreign scholars in 1973-74. These institutions hosted 6,384 foreign scholars, 63 percent of the total in the United States. The University of California led all institutions with 946.

SOURCE: Institute of International Education, 809 United Nations Plaza, New York, N.Y., *Open Doors 1974.*

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IV. National Center for Education Statistics: the Program and Plans for Fiscal Years 1975 and 1976

The new authorizing legislation, contained in the Educational Amendments of 1974, establishes the National Center for Education Statistics (NCES) within the Office of the Assistant Secretary for Education. The law specifies that NCES shall:

(1) collect, and, from time to time, report full and complete statistics on the condition of education in the United States;
(2) conduct and publish reports on specialized analyses of the meaning and significance of such statistics;
(3) assist State and local educational agencies in improving and automating their statistical and data collection activities; and
(4) review and report on educational activities in foreign countries.

A number of one-time studies and surveys to meet immediate needs for information to support policy determination are required, as well as continuing activities such as the Consortium of Federal Agencies.

NCES plays an important facilitating role in the development of educational policy. It provides information for planning, program development, and administration for Federal, State, local, and institutional decisionmakers. It also provides educational data to the general public and to researchers and industry. As the primary source of statistical data for Federal policymakers, NCES must provide accurate statistical information accessible and useful to those who need it.

To implement each of the four functions specified in these Education Amendments, NCES has formulated management objectives which both insure the delivery of information useful for policy purposes and furnish specific direction for NCES operation and management during fiscal years 1975 and 1976.

This report relates the plans and programs of NCES for fiscal years 1975 and 1976 to the statutory functions in two major sections. Section I describes the management objectives and the strategies. Section II—organized by the major groups of activities Common Core of Data, National Assessment of Educational Progress, Surveys and Special Studies, Mandated Studies, and Special Analyses—describes the Center's major data collection, analysis, and reporting activities.

Section I. MANDATED FUNCTIONS, PROGRAM OBJECTIVES, AND RESPONSE STRATEGIES

(1) NCES shall: collect and report "full and complete statistics on the condition of education in the United States."

Management Objective 1: To improve quality, timeliness, and accessibility of data for high-priority projects.

To meet this objective NCES is utilizing a rigorous planning process to select and more adequately staff high-priority projects, is deferring a number of labor-intensive projects, streamlining management procedures, establishing a fast-response survey mechanism, expanding the computerized remote-access educational data base (EDSTAT), and increasing the capacity of NCES' reference service. The contribution of each strategy to the objective is described in the following categories:

PLANNING: The studies and activities mandated by the Education Amendments of 1974 have been assigned highest priority. Projects, both continuing timeseries data collections and new surveys and studies regarded as having high policy value, have been chosen tentatively to complete the 1976 fiscal year plan.

To select projects for the Center's program, a series of meetings was held to obtain user priorities for candidate projects suggested by NCES project officers based on their knowledge of the subject area, legislative authorization and proposed legislation, and emerging policy issues. These were presented to representatives of HEW's Assistant Secretary for Education (ASE), the National Institute for Education, and Office of Education Bureaus and Offices, agencies represented in the Federal Interagency Committee on Education (FICE), and selected members of the higher education community who were also asked to suggest candidate projects. NCES presentations included project descriptions, expected completion dates, and kinds of statistics to be produced. Representatives of the education community in and outside of government gave priority ratings to candidate projects. Those ratings were then weighted, and a ranked list was derived.

Further planning for fiscal year 1976 and planning for fiscal year 1977 will begin with the development of a policy framework for data collection. The initial policy framework will be developed in cooperation with those who set priorities to reflect closely the concerns of those whom the Center serves. The Center's fiscal year 1976 program and candidate projects will be placed within the policy framework to afford policymakers with an opportunity to suggest alternative priority activities based upon a full consideration of alternatives.

PROJECT DEFERRALS: Existing staff and resources have been redirected to the mandated studies and activities. Additional staff will be employed to ensure that they are completed on a timely basis. As a result, the ongoing recurring NCES program is being reduced where necessary, at least for the interim. A management-by-objectives control process has been developed for each study and activity to monitor progress. Specific program activities for fiscal year 1975 and plans for fiscal year 1976 are discussed separately in Section II.

MANAGEMENT PROCEDURES: New procedures have been developed to simplify and improve the operations of contracting for statistical data process. Standardized renewable contract provisions have been established to conduct statistical operations for recurring NCES survey activities. System contracts, which hold a single contractor responsible for the entire process of conducting a survey from design through reporting, are being employed where appropriate. When necessary, contractor overtime will be authorized where significant time-savings will result.

Editing data is the most time-consuming aspect of processing surveys and is the factor most often responsible for delayed publication. Therefore, a program has been implemented to release data with proper identification and cautions at various stages of editing. Also, for the convenience of users with computer facilities, many of the data have been stored on computer tape, thus eliminating the time otherwise required for printing or other transmission.

Manuscript editing procedures are being streamlined as much as possible without sacrificing quality. Where possible, data will be published in tabular form without narrative, and tapes will be added to EDSTAT (the remote access educational data base) to reduce time between data collection and dissemination.

FAST-RESPONSE SURVEYS: In the past, when congressional and HEW planners and policymakers have urgently needed data not regularly available from the ongoing survey program, the need could be served, if at all, only by an ad hoc study. To meet this type of need in a systematic way, a project now underway will design, establish, and test a continuing, technically sound data-collection mechanism to conduct these special surveys and analyses efficiently within a 1- to 2-month timeframe from problem statement to completion. The system will be ready for use by late fiscal year 1976 and will permit sample data collection from public and nonpublic schools, State and local education agencies, and postsecondary institutions.

Fast-response studies completed in fiscal year 1975 to meet the needs of planners and policymakers obtained information on such topics as: excess costs of educating handicapped pupils and trends in the number of students training to become teachers in leading teacher training institutions.

REMOTE-ACCESS EDUCATIONAL DATA BASE (EDSTAT): The EDSTAT access system, established in fiscal year 1974, is a major means of increasing the timeliness and accessibility of data. EDSTAT uses a time-sharing computer system which permits users of standard keyboard terminals in the continental United States to interrogate, on-line at modest cost, a large data bank of educational statistics. The existing inventory of computer tapes is being standardized, and documentation is being upgraded. Users now can obtain, at cost, preparation copies of data request tapes and special tabulations. Twenty-five data bases comprising postsecondary institutional data (finance and accrediation) and aggregate student data (enrollments, degrees, and charges) are available in the system and can be accessed. Twelve data bases dealing with vocational education programs (funding, instructional staff) are also accessible.

Data bases to be added in fiscal year 1975 include those which merge U.S. census data by school district with financial and staffing data from the Elementary and Secondary General Information Survey (ELSEGIS), characteristics of students participating in federally supported postsecondary programs, and extent of participation in Federal programs. This program will result in 3 data bases for each State and the District of Columbia covering elementary-secondary school staffing, finance, and school district socioeconomic information (a total of 153 data bases). This will provide for the first time, comprehensive data at the local education agency level pertinent to comparative studies in educational finance.

EDSTAT is being expanded as rapidly as possible. By the end of the fiscal year 1975, 10 additional data bases pertaining to all educational levels will be included.

In fiscal year 1976, an additional 50 data bases will be incorporated into the system.

Further activities related to EDSTAT are described in section II in the subsection Mandated Studies and Activities, the Consortium of Federal Agencies.

NCES REFERENCE SERVICE: One of the most important components of the Center's effort to provide accessibility is the NCES reference service, which responds to over 10,000 queries per year from legislators, government agencies, private organizations, educational institutions, and individuals. Responses to those requests sometimes require special tabulations, analyses, and reports. The reference service estimates allotments to the States for Federal programs on a continuing basis to meet congressional mandates and to provide information to Congress as it works to develop new formula distributions for funds. The reference service also prepares an annual *Digest of Educational Statistics,* covering American education from kindergarten through graduate school. It also provides projections for the next 10 years of the most important national educational statistics in the annual *Projections of Educational Statistics.*

(2) NCES shall: "conduct and publish reports on specialized analyses of the meaning and significance . . ." of data.

Management Objective 2: To strengthen analytical capability within NCES, to conduct analytical studies, and to report data within a policy-relevant framework.

NCES is increasing its analytical capability and sharpening the utility of statistical studies for policy analysis through four strategies: restructuring organization and staffing patterns, conducting surveys and special studies, emphasizing analytical studies within programmatic areas, and improving service to Congress. Each of these areas is receiving emphasis in fiscal year 1975 and is cited in plans for fiscal year 1976.

STAFFING: Limitations on time available have restricted past staff efforts to conduct analyses. Current actions underway to fill staff openings and additional positions anticipated (included in the fiscal year 1976 request) will increase the capacity of NCES for analysis and will assist efforts to publish data and interpretive results from high-priority projects.

A new program of staff training will be provided to refresh and update technical skills and to develop the conceptual bases for increasing the policy orientation of all NCES activities.

SURVEYS AND SPECIAL STUDIES: Statistical information for policy use is focused in fiscal years 1975 and 1976 on:

The changing nature of postsecondary education,
Trends in elementary-secondary education,
Financing public schools,
Trends in nontraditional education,
Teacher supply and demand.

These specific problem areas are those for which data to strengthen policy formulation seem particularly important. Specific studies are identified and discussed in section II of this report.

ANALYTICAL STUDIES: NCES is engaged in studies developing new indicators, relating trends in educational time series to socioeconomic characteristics, and establishing relationships which facilitate policy analysis. Specific studies which serve these objectives are discussed in section II, where their contributions to the formulation and evaluation of policy alternatives are described.

SERVICE TO CONGRESS: Both content and timeliness are critical to the usefulness of reports. Timeliness has been discussed earlier in connection with the fast response system for accommodation to and anticipation of congressional need. The other component of policy relevance, content, is addressed in the long term by analytical studies to be conducted as a staff of expert analysts is built in NCES. In the short term, improved delivery of reports to Congress and coordination of data collection and processing activities will be accomplished through the designation of a focal point for service to the Congress and the public. This unit will receive inquiries and design appropriate selections of available data, analyses, or new data collections to serve the needs underlying the requests.

(3) **NCES shall: "assist State and local educational agencies in improving and automating their statistical and data collection activities."**

Management Objective 3: To provide State and local educational agencies with technical assistance to improve data support to education so that all levels of government may cooperatively develop a shared data base for planning and program improvement.

This objective has the corollary objective of specifying data needs so that duplication is reduced and data are acquired with a minimum burden on respondents.

PROVIDING TECHNICAL ASSISTANCE: NCES conducts three complementary technical assistance activities: dissemination to State and local agencies of educational data standards through the Handbooks of Standard Terminology and assistance in their implementation, assistance to State and local agencies to meet the requirements for the proposed Federal Core of Data, and new activities responsive to the statutory mandate to help State and local agencies improve and automate their statistics.

The Handbooks of Standard Terminology series, which NCES has been cooperatively developing with agency and institutional personnel over many years, is a primary tool for assistance activities to improve State and local agency record systems. In each Handbook, items are identified, defined, and classified into taxonomies. Links are made among financial, pupil, staff, facilities, and institutional and instructional characteristics to facilitate incorporation of data into computerized management information systems. Handbooks have been widely disseminated and are continually being revised or extended. The series covers elementary and secondary education. Special emphasis will be placed on assisting State and local agency personnel in the implementation of the Handbooks.

Development in fiscal years 1974 and 1975 of the Federal Common Core of Data (CCD) for elementary-secondary education has documented gaps between requirements for the Federal core and the current recordkeeping systems of respondents. Similar development for postsecondary education is planned in fiscal year 1976. Technical assistance in the form of guidelines for State and local education agencies for handbook implementation and documentation of prototype State and local information systems to meet the Federal Core requirements will be developed in conjunction with the installation of the CCD reporting system. Representatives of the Education Division and the Council of Chief State School Officers' Committee on Evaluation and Information Systems (CEIS) will participate in the design of specific technical assistance products.

In 1975, NCES has initiated comprehensive planning for a multiyear program to assist State and local agencies in improving and automating their systems for acquisition, maintenance, retrieval, and utilization of statistical data. This study, directly responsive to the congressional mandate, covering all levels of education from nursery school through postdoctoral study, will identify strategies for effective assistance and assess the degree of improvement and automation in State and local statistical systems which can be realistically obtained through various alternative strategies. The result, after incorporating State, local, and institutional comments and suggestions, will be a plan of assistance to help State and local agencies and institutions improve the quality and timeliness of statistics required for their own management, allocation of their resources, and program planning at all governmental levels.

In fiscal year 1976, NCES will undertake a limited number of specific assistance projects at the local and State levels. The types of activities may include consultative services by NCES staff, conduct of workshops and training programs, development of guides for State and local implementation of data standards, and contracting with State and local agencies for the accomplishment of specific systems improvement objectives. Within the resources available for assistance to State and local agencies, the Center will seek to meet the identified needs over a period of years commencing in fiscal year 1976.

REDUCING RESPONDENT BURDEN: NCES is responsible for leading an Education Division-wide task force to prepare the annual Data Acquisition Plan. During fiscal year 1975, NCES is devoting increased emphasis and resources to development of this Plan and to coordination of it with State education agencies and other respondent groups. The computerized Forms File and Table Index, completed early in fiscal year 1975, enables sponsors of data collections or NCES staff to screen rapidly and economically all existing data collections to learn about relevant data and to preclude unnecessary overlap in proposed new data collections. Review of the fiscal year 1976 annual Data Acquisition Plan with the State education agencies will be completed by April 1975 so that respondents will know the Education Division's survey requirements prior to the beginning of the fiscal year in which the data will be requested.

To increase further the Center's ability to develop, coordinate, and improve the Education Division's annual and 5-year data-collection plans, a manager for Information Acquisition Planning and Utilization will be appointed. This senior professional staff member, along with the Data Acquisition Task Force, will develop concrete guidelines for sponsors' justification of data requirements and will be responsible for enforcement of those guidelines in the review of the Data Plan as well as for continuing efforts to reduce duplication, minimize respondent burden, and coordinate data-collection plans within the Education Division and with Survey respondents. For the third year, NCES and the Council of Chief State School Officers are jointly funding two State agency data liaison representatives who are engaged in a series of activities to reduce respondent burden. The data liaison representatives provide State school officers with information on the development of the annual Data Acquisition Plan to elicit immediate response and recommendations, obtain quick feedback on proposed forms new to the Plan, review pending legislation and the Federal Register to check on duplication of data requirements, and monitor the educational data collection of other Federal agencies to identify possible overlap.

(4) NCES shall: "review and report on educational activities in foreign countries."

Management Objective 4: To plan and conduct statistical studies on educational activities in foreign countries organized in terms of policy issues and presented in a format suitable for easy interpretation.

Strategies employed to meet this objective include the addition of appropriate staff, the development of a plan of studies, and the establishment of a task force within the Education Division to help develop and review the plan and to share information on activities underway in related organizations.

Active research staff communication on work in progress will be established with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the International Federation of Library Associations, and other official and unofficial intergovernmental and foreign organizations. Participating will be NCES staff, Division of Education staff who have foreign experience or responsibilities, and representatives of agency members of the Federal Interagency Committee on Education (FICE).

The plans for studies, to be ready for review during fiscal year 1976, will identify policy-pertinent topics, define appropriate scope, consider technical difficulties, and estimate resources required. This planning process will provide the basis for priority-study activities to be undertaken as staff and resources permit.

The first study, underway in fiscal year 1975 and to be concluded in fiscal year 1976, will compare national training systems for educational personnel, focusing on supply and demand problems for teachers at the primary and secondary levels. Data from four countries (Great Britain, Germany, Sweden, and the United States) will be reviewed. The study is designed to yield information leading to the identification and analysis of alternative courses of action to improve the capacity of the American educational system to respond to the changing demands for educational personnel.

Section II: NCES DATA COLLECTION, ANALYSIS, AND REPORTING FOR FISCAL YEARS 1975 AND 1976

The NCES program addresses the experience of Americans in education and the institutional activities and resources used in elementary, secondary, and postsecondary education. The major activities in the program are multiyear projects, whose long-term benefits depend on consistent execution of a carefully designed and agreed plan; e.g., the Longitudinal Study of Education Effects, the National Assessment of Educational Progress, and the institutional General Information Surveys (ELSEGIS, HEGIS, LIBGIS). Within each of these, changes or modifications to meet newly recognized needs can be made as needs are expressed and as opportunity permits.

The statistical plans for fiscal year 1976, presented herein, are subject to further change reflecting new priorities consistent with the organizational location and mission of NCES within the Office of the Assistant Secretary for Education. Shifts in emphasis are being made as NCES becomes increasingly involved with the policy development and review functions of the Department of Health, Education, and Welfare. Concerns and interests expressed by members of the Congress and by witnesses in hearings before education committees may modify some of the projects described below.

For major new data needs, developmental work on measurement techniques often is necessary and small-scale pilot efforts usually precede a substantial project activity to avoid wasteful false starts. The consequent leadtime for significant statistical programs is thus a necessary component of responsible and realistic planning for sound and useful data. This section describes the content of selected studies and data collection activities now planned, organized as follows:

A. Common Core of Data and Technical Assistance

B. National Assessment of Educational Progress

C. Surveys and Special Studies

1. *The Changing Nature of Postsecondary Education*
    a. LONGITUDINAL STUDY OF EDUCATIONAL EFFECTS
    b. THE HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS)
    c. SURVEY OF PROGRAMS AND ENROLLMENT IN NONCOLLEGIATE POSTSECONDARY CAREER SCHOOLS
    d. DIRECTOR OF POSTSECONDARY SCHOOLS WITH OCCUPATIONAL PROGRAMS
    e. ADULT BASIC EDUCATION PROGRAM STATISTICS

2. *Elementary-Secondary Education: Needs/"Demands," Equity/Access, Trends*
    a. ELEMENTARY AND SECONDARY GENERAL INFORMATION SYSTEM (ELSEGIS)
    b. STATISTICAL SURVEY OF ELEMENTARY SCHOOLS (SSES)
    c. SURVEY OF SPECIAL PRESCHOOL PROGRAMS
    d. STATISTICAL SURVEY OF SECONDARY SCHOOLS
    e. STATISTICAL SURVEY OF NONPUBLIC SCHOOLS
    f. STATISTICAL SURVEY OF FEDERALLY FUNDED LEA PROGRAMS

3. *Financing of Public Schools*
    - a. STATISTICS OF LOCAL PUBLIC SCHOOL SYSTEMS–FINANCES
    - b. EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION
    - c. BOND SALES FOR PUBLIC SCHOOL PURPOSES
    - d. UPDATE OF CENSUS DATA BY SCHOOL DISTRICT

4. *Trends in Nontraditional Education*
    - a. DEVELOPMENTAL PROGRAM OF STATISTICS IN EDUCATIONAL TECHNOLOGY
    - b. HANDBOOK OF EDUCATIONAL TECHNOLOGY–CLASSIFICATIONS AND STANDARD TERMINOLOGY
    - c. LIBRARY GENERAL INFORMATION SURVEY (LIBGIS)

5. *Teacher Supply and Demand*
    - a. DESIGN STUDY FOR A NATIONWIDE SURVEY OF THE PREPARATION OF EDUCATION PERSONNEL
    - b. SURVEY OF RECENT COLLEGE GRADUATES WITH EMPHASIS ON ADDITIONS TO THE SUPPLY OF TEACHERS
    - c. SURVEY OF THE RESERVE SUPPLY OF TEACHERS
    - d. DATA ON PUBLIC SCHOOL TEACHERS
    - e. REPORT ON THE STATE OF THE EDUCATION PROFESSIONS

D. Mandated Activities and Studies

1. *Activities*
    - a. CONSORTIUM OF FEDERAL AGENCIES
    - b. CONFIDENTIALITY
    - c. TECHNICAL ASSISTANCE
    - d. CONDITION OF EDUCATION

2. *Studies*
    - a. BILINGUAL EDUCATION
    - b. MEASURES OF POVERTY
    - c. ALTERNATIVE METHODS FOR UPDATING THE BASIS OF DISTRIBUTION OF ESEA TITLE I
    - d. UPDATING THE NUMBER OF CHILDREN COUNTED UNDER ESEA TITLE I
    - e. IMPACT AID
    - f. SEX DISCRIMINATION IN EDUCATION
    - g. ATHLETIC INJURIES
    - h. SAFE SCHOOLS

E. Analysis

1. *Developing New Indicators*
    - a. ANCHOR TEST DATA ANALYSES
    - b. INDICATORS OF INEQUALITY OF EDUCATIONAL OPPORTUNITY
    - c. MEASURES OF POVERTY
    - d. UNIT COSTS IN HIGHER EDUCATION
    - e. FAMILY ECONOMIC STATUS INDEX
    - f. EXPLORATORY STUDY OF COST OF EDUCATION INDEX

2. *Relating Trends in Education Time Series to Socioeconomic Characteristics*
    - a. THE NEED FOR BILINGUAL EDUCATION
    - b. THE PATTERN OF ENROLLMENT GROWTH IN HIGHER EDUCATION
    - c. CHANGING CHARACTERISTICS OF FIRST-TIME STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

3. *Establishing Relationships Which Facilitate Policy Analysis*
    a. CHARACTERISTICS OF DROPOUTS
    b. CHARACTERISTICS OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS
    c. IMPACT OF FINANCIAL AID ON ENROLLMENT IN POSTSECONDARY EDUCATION
    d. ACCESS TO POSTSECONDARY EDUCATION
    e. COMPENSATION LEVELS' RANKS, AND TENURE BY SEX OF HIGHER EDUCATION STAFF

A. Common Core of Data (CCD) and Technical Assistance

The Common Core of Data Program (CCD) is designed to fill current gaps in policy-relevant educational data to facilitate the provision of information needed on a recurring basis and to increase the usefulness of data to meet the needs of educational policymakers at all levels. This long-range program will develop an integrated and interlocking system of comparable educational statistics to more economically meet Federal, State, local, and institutional needs for planning and management.

National data collection efforts in education continue to be seriously restricted by delays in reporting, missing data, nonresponse, and ambiguous information, which result inevitably and directly from the lack of standardization in educational data elements, recordkeeping, definitions, reporting procedures, and educational practices. Data needed for Federal policy purposes cannot be collected on a comparable basis until State, local, and institutional data sources are assisted in adhering to common standards through comprehensive and integrated data-collection systems. Moreover, the establishment of compatible data collection among States will be an important asset to the State management of publicly funded educational resources. The Council of Chief State School Officers has endorsed this program as the best solution to the joint Federal-State problem of meeting the increasing need and demand for educational management and evaluative data.

Elementary/Secondary Data Core

(1) Activities for Fiscal Year 1975

During 1974, and Education Division task force led by NCES delineated policy-relevant issues with respect to elementary-secondary education, formulated the analytic requirements to address these issues, and identified the data elements necessary to meet recurring statistical needs at the Federal level. During 1975, a feasibility study is examining the extent to which the data requirements and standards are compatible with the current and planned data dystems of State and local education agencies.

(2) Plans for Fiscal Year 1976

During 1976, the first segment of the elementary/secondary Federal Core will be field-tested in selected States.

Postsecondary Data Core

(1) Activities for Fiscal Year 1975

An analysis of issues in postsecondary education and a general delineation of the data required to address these issues will be completed in 1975.

(2) Plans for Fiscal Year 1976

A project to describe the Federal core of data elements for the postsecondary sector will be based on the issue analysis completed in fiscal year 1975. The data elements to be included in specific modules (finance, students, staff, facilities, curriculum, and community characteristics) for the Federal component of the common core for the postsecondary sector will be specified through this process. In addition, plans will be developed for assessing capabilities of postscecondary respondent institutions to provide data for the proposed Postsecondary Federal Core. Pursuant to this study, instrumentation and related materials needed for data collection will be developed, and a national field test will be undertaken.

Technical Assistance (Fiscal Years 1975 and 1976)

Development in fiscal years 1974 and 1975 of the Federal Common Core of Data (CCD) for elementary/secondary education consisted of (1) issue analysis, (2) data element specification, (3) study of the feasibility of States and LEA's providing the Common Core Data as specified, and (4) documentation of gaps between current recording systems of respondents and requirements of the Federal Core. Similar development for postsecondary education is planned in fiscal year 1976. Technical assistance to States and LEA's is considered integral to the successful implementation of a program which seeks to create data systems meeting specified standards. Accordingly, the design of technical assistance strategies has been initiated this fiscal year, to be completed in fiscal year 1976.

Technical assistance and strategies will be the outcome of a study to develop information and recommendations for assistance to State and local education agencies involved at all levels of education (nursery school to postdoctoral university) in improving and automating their systems for the acquisition, maintenance, retrieval, and utilization of statistical and other quantitative data.

A detailed set of objectives for systems improvements, against which States can evaluate their assistance needs, will be developed to ensure that the study will provide concrete alternatives specifying timeframes and costs for completion. The objectives will include improvements such as installation of forms management procedures; development of data collection, editing, and reporting modules to meet requirements of the Education Division's Annual Data Acquisition Plan; development of methodologies for accessing the proposed Elementary/Secondary Federal Core data; implementation of data standards for recordkeeping and reporting; installation of a data acquisition plan for local agency reporting; development of an integrated, computer-based State-level information system; and installation of interactive systems, instructional support services, and integrated State-local networks.

This study will identify strategies for effective assistance and will provide an assessment of the degree of improvement and automation in both data acquisition and maintenance activities at State and local elementary/secondary and postsecondary levels. The analysis will document both individual State needs and across-State requirements. Similarities and differences in the types of assistance appropriate to the different levels of education (i.e., elementary/secondary and postsecondary) will be highlighted. Particular emphasis will be given to individual State laws or regulations which may permit or prohibit the successful implementation of various types of improvements. The multiple assistance alternatives that are available to the States will be enumerated and reviewed for the degree of improvement and automation which they can offer. Types of assistance might include provision of consultative services by NCES staff, conduct of workshops and training programs sponsored by the Center, and contracting with State or local agencies for the accomplishment of specific systems improvement objectives. Estimates will be provided on the resources, including both dollars and manpower, required for NCES and/or the State and local agencies to implement each of the alternative strategies.

Within the resources available for assistance to State and local agencies, the Center will seek to meet the identified needs over a period of years commencing in fiscal year 1976. Representatives of the Education Division and the Council of Chief State School Officers' Committee on Evaluation and Information Systems (CEIS) will participate in the design of specific technical assistance products. In parallel, technical assistance strategies and products will be coordinated with the State higher education executive office to insure that the products and strategies are adaptable to this postsecondary sector.

B. National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress is designed to provide policymakers and program planners with information on the relative attainments of subgroups of the population in a variety of subject areas over time. This objective will be enhanced by plans to include additional background variables in the analysis and to develop an Index of Basic Skills which will assess the functional abilities of 17-year-olds in skills required for responsible living in our complex society. A first Index of Basic Skills feasibility study will be analyzed in 1976 and objectives and materials completed for ongoing study in this area. In addition, National Assessment, both in terms of long-range planning and for fiscal year 1976, is working to tailor the assessment model to the needs of local and State assessment efforts. At least 34 States are using materials, procedures, and findings from the project for the conduct of their own assessments.

NCES contracts with the Education Commission of the States for the collection, analysis, and reporting of achievement of a representative national sample of four age groups: 9-year-olds, 13-year-olds, 17-year-olds, and young adults (ages 26-35). Results are summarized nationally for each age group by sex, race, geographic region, size and type of community, and level of parental education. Thus far, baseline assessments have been made for 9 of the 10 subject areas, and second assessments have been made in science, writing, and reading (fiscal year 1975).

(1) Activities for Fiscal Year 1975

a. REPORTING. The following results are being published:

- Second assessment of science attainment, showing changes in measures between 1970 and 1973;
- First assessment of mathematics;
- Computer tapes supplying detailed data on the first assessments in reading and in literature are being released for use by educational researchers and the public.

b. DATA COLLECTION. The schedule of data collection continues the basic plan of measuring achievement in academic areas and examines the feasibility of measuring achievement in the area of basic skills considered requisite to survival in society. Activities include:

- Collecting baseline measures on attainment in art (the 10th field to be measured) for ages 9, 13, and 17;
- Collecting, for the second time, measures on attainment in reading (measured first in 1971);
- Conducting an exploratory study measuring functional abilities of 17-year-olds (with a view to developing a meaningful, "Index of Basic Skills").

c. DATA ANALYSIS. The organization and summarization of data will be continued for several subject areas:

- Mathematics (first assessment in 1973);
- Science (second assessment in 1973);
- Career and occupational development (assessed in 1974);
- Writing (second assessment in 1974).

d. DEVELOPMENTAL ACTIVITIES.

- The selective addition of background variables on schools and participants which would enhance the utility of the attainment data for educational decisionmaking is being investigated. Measures which will permit NAEP data to be analyzed in conjunction with other NCES data and census data are of particular interest; for this purpose, variables relating to characteristics of the community, and language/culture background, are being examined.

- Policy questions raised by the Office of the Assistant Secretary for Education are being addressed by special analyses of pertinent data from several completed collections. Methods for exploration of the data base through estimation techniques which permit comparisons of five cells for broad indication of performance are being prepared.
- Efficiency studies are being conducted to examine possible improvements in data collection by changing sample sizes for population subgroups.
- The sensitivity of reported data to possible measurement errors based on experimental designs incorporated in 1974 and 1975 is being analyzed to ascertain the differences in response to different test formats and alternative ordering of test items.

(2) Plans for Fiscal Year 1976

a. REPORTING. Reports will address:

- Second assessment of writing performance (both as to mechanics and content) showing changes in achievement for ages 9, 13, and 17 between 1971 and 1975;
- First assessment on career and occupational development, providing baseline national performance data fundamental to the career education thrust in American education.
- Data tapes on social studies performance will be made available for the first time to the educational research community.

b. DATA COLLECTION. The schedule for measuring attainment in academic subject areas will include:

- Second assessment in citizenship;
- Assessment of basic mathematical skills with a sufficient sample size to permit for the first time the analysis of measured performance data by selected cross-classifications (race in inner city, for example).

c. DATA ANALYSIS. Planned activities will provide analysis of:

- Pilot study for the Index of Basic Skills (measured in 1974) to formulate plans for a comprehensive national effort in fiscal year 1977;
- Second assessments of reading (measured in 1971 and 1975).

d. DEVELOPMENTAL ACTIVITIES.

- NAEP model and materials for citizenship, reading, and basic mathematics will be adapted or modified for use in State and local assessments.
- Additional background variables on school participants will be selected and included in 1976 assessments, based on analyses underway in fiscal year 1975.
- New estimation designs and analysis models now being developed for comparisons over time are expected to be approved and used in new analysis reports on changes in performance.

C. Surveys and Special Studies

The Statistical Surveys and Special Studies program obtains data on particular topics which have immediate relevance for policy formulation and program planning. Part of this program continues basic educational timeseries and part is new, responding to immediate and changing needs. The program provides data to support review of the allocation of Federal funds, to assist in evaluating the impact of certain federally funded programs and to provide documentation for program reports required by Congress and the Executive Branch. Additional kinds of data are also needed that will assist in monitoring the delivery of appropriate educational experiences to all target groups. In particular, data are needed which will permit the identification of relationships among educational variables and the review of comparisons and contrasts among different groups and diverse practices. In some cases these data may be obtained by relatively modest augmentation or modification of continuing or proposed projects.

Seeking out ways to make quantitative evidence increasingly effective in support of policy development (detecting needs and formulating policy options) and policy analysis (evaluation of alternatives in terms of direct and indirect consequences) will be a continuing process. However in this first year of NCES as part of the Office of the Assistant Secretary for Education, a searching review explicitly considering gaps and alternative activities, priorities, and trade-offs will be conducted. The New Advisory Council, soon to be appointed, will be asked to participate in formulating guidance on program emphases. Thus the 1976 program may be modified during the coming year, and the fiscal year 1977 program will more fully reflect the direction provided by P.L. 93-380.

Surveys and special studies are organized around programmatic areas which are of particular interest for policy planning. The areas are:

– The changing nature of postsecondary education
– Trends in elementary and secondary education
– Financing public schools
– Trends in nontraditional education
– Teacher supply and demand

Specific mandated studies required by P.L. 93-380 are reported later, in subsection D.

1. *The Changing Nature of Postsecondary Education*

The new recognition of noncollegiate postsecondary education, the major role of Federal assistance to individual students, the emergence of State comprehensive planning for postsecondary education—all stemming substantially from the Education Amendments of 1974—call for new kinds of data about the postsecondary experience of American young adults. The financial crunch experienced by colleges and universities and other postsecondary institutions places a new urgency on more refined measures of financial stress and of both revenue and expenditure elements. Continuing education is growing in magnitude and diversity, and updating vocational (including professional) skills and knowledge is becoming increasingly an essential role on which our society depends. The NCES program is being adapted (as rapidly as permitted by the necessary leadtime for new kinds of data collections) to the changing nature of postsecondary education.

Two major efforts are described: the Longitudinal Study of Educational Effects; and the program of studies in postsecondary education.

a. LONGITUDINAL STUDY OF EDUCATIONAL EFFECTS

NCES is now in its third year of a 6- to 8-year investigation into the education, job training, and vocational histories of a nationally representative sample of 22,000 young people. The longitudinal study provides data on the extent to which career plans and aspirations persist over time and are eventually fulfilled or thwarted; the characteristics and abilities of those choosing various kinds of postsecondary education and occupations; the impact of Federal funds on initial educational plans, on perserverance of intention, and on success; and the extent to which educational experiences have prepared youth for work. This study broadens the output measures available; previously, output measures were largely limited to high school and postsecondary program completions, together with achievement measures from the NAEP program discussed earlier.

The inquiry began in the spring of 1972 with a base-year survey of the high school class of 1972. A student questionnaire, a test battery of verbal and nonverbal aptitudes, a school questionnaire, a counselor questionnaire, and school records furnished data on a nationally representative panel of seniors from a sample of 1,200 public, private, and parochial secondary schools.

Representatives from educational organizations and the social sciences contributed to the project design, in addition to representatives of many Federal users of such data.

In fall 1973, a followup survey of youth in the 1972 sample obtained information on their post-high school educational and work activities. An excellent return for the re-survey after 18 months with a mobile population was obtained: 94 percent of the sample cooperated with the followup survey.

(1) Activities for Fiscal Year 1975

The second followup, initiated in fall 1974, is now reaching completion. Concurrently, analyses of the base-year and first-followup data are proceeding. Research reports and computer tapes based on these data are being prepared for dissemination during fiscal year 1975. Reports address substantive issues such as those suggested above, as well as documenting methodological issues. Data will be made available for further analysis through EDSTAT.

During fiscal year 1975, the feasibility of a longitudinal tracking a second cohort of high school seniors is being explored. This inquiry, continuing into fiscal year 1976, will bring to light more recent trends in career planning and will probe in greater depth some of the findings on the first panel of students. NCES is currently exploring the feasibility of tracing the vocational and training experiences of both high school dropouts and graduates over time.

(2) Plans for Fiscal Year 1976

Pilot tests and operational planning will be conducted to prepare for the third followup of the 1972 high school class. The third followup is planned for fiscal year 1977 when those of the 1972 cohort who went directly to college and proceeded at normal pace will have graduated and will be working full time and/or pursuing graduate work.

Special-purpose analyses will be conducted to examine specific policy areas, utilizing data on the class of 1972 through the first 2½ years of post-high school experience. Data on financial assistance received for postsecondary education will be analyzed in terms of individual characteristics (aspirations, ability, socioeconomic level, sex, and race) to provide Education Division program managers with data on the impact of Federal financial aid. Other analyses will explore how individual career intentions are translated into work experience so that managers of vocational programs will have a measure of how effective school programs are in preparing young people for work.

b. THE HIGHER EDUCATIONAL GENERAL INFORMATION SURVEY (HEGIS)

The Higher Education General Information Survey (HEGIS) systematically collects and disseminates quantitative data on the Nation's colleges and universities. Annual surveys cover basic information on institutional characteristics, opening fall enrollments, enrollments for advanced degrees, degrees conferred, and finances. Recurring data are also collected on faculties, staff, libraries, and continuing education activities. All institutions of higher education in the United States as defined in the *Education Directory—Higher Education* are surveyed, with 35 States and the District of Columbia cooperating with NCES is the collection of these data. HEGIS data are used by institutions of higher education for their own planning and administration. Representatives of institutions of higher education, State boards, survey experts, educational associations, and agencies of regional and national scope attend the annual HEGIS invitational conference to articulate their data needs.

Another primary HEGIS function is the standardization of information; i.e., the formulation of consistent, compatible, and widely accepted categories and definitions of statistical entities in higher education. Taxonomies, manuals, and record systems are created and promulgated with maximum involvement by the States, institutional representatives, and educational associations.

(1) Activities for Fiscal Year 1975

In addition to the data released yearly on institutional characteristics, degrees, fall enrollments, students, employees, and finances, an inventory of college and university facilities will be published. The data on institutional characteristics, degrees, fall enrollment, and finances are being incorporated into EDSTAT. A new *Higher Education Finance Manual* will be published, and installation of the new system in institutions of higher education will begin immediately.

(2) Plans for Fiscal Year 1976

Additional data to be published during fiscal year 1976 will include statistics on library collections and expenditures, residence and migration of college students, and upper-division undergraduate and postbaccalaureate students by major field. Data on basic student charges for 1973-74 will be incorporated into EDSTAT. A new *Manual for Manpower Accounting in Higher Education* will be published.

c. SURVEY OF PROGRAMS AND ENROLLMENTS IN NONCOLLEGIATE POSTSECONDARY CAREER SCHOOLS

NCES conducted in 1974 the first survey of programs and enrollments of noncollegiate postsecondary schools which offer noncollegiate work in career-related programs and now plans to conduct such a sample survey biennially. Types of schools included in the survey are business, correspondence, hospital, technical, flight, and trade. Federal interest in these schools is increasing since students in such schools are now eligible for some Federal-aid programs.

(1) Activities for Fiscal Year 1975

National estimates will be published, including enrollments by program offerings, sex, full-time/part-time status, completions, and noncompletions (including those who left with a marketable skill to take a job in the field). Key information from the survey will be included in the next edition of the *Directory of Postsecondary Schools With Occupational Programs*). More detailed survey data will be available for further dissemination through EDSTAT.

(2) Plans for Fiscal Year 1976

A similar sample survey of postsecondary schools will be conducted.

d. DIRECTORY OF POSTSECONDARY SCHOOLS WITH OCCUPATIONAL PROGRAMS

NCES published in 1974 the first directory of public and private (proprietary) postsecondary schools which offer career-related programs and will update this basic reference periodically. Also included are 2- and 4-year colleges and universities which offer such programs at less than the baccalaureate level. The directory is indexed by programs offered and by school names. The listing of schools in the directory is alphabetical by State and by city and includes the address, telephone number, type of school and control, programs offered, total enrollment, and accreditation. The directory is a key resource for educational counselors, students, and for education manpower planners in the various States in coordinating postsecondary plans in the noncollegiate sector. Directory data are also available through EDSTAT.

(1) Activities for Fiscal Year 1975

The second directory will be published, reflecting the status of schools as of 1973-74. The data were compiled from three sources: the sample of schools just described; a direct survey of the nonsampled schools; and information collected from colleges through Earned Degrees Conferred form, of the 1972-73 Higher Education General Information Survey (HEGIS).

(2) Plans for Fiscal Year 1976

Using the same three sources, an updating survey will be conducted to gather information for 1975.

e. ADULT BASIC EDUCATION PROGRAM STATISTICS

This annual report provides a summary of data based on programs administered under the Adult Education Act of 1966 (P.L. 91-230, as amended). The data are compiled from annual reports filed by the States which operate adult education programs. The report presents statistics on adult basic education enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training.

(1) Activities for Fiscal Year 1975

The report for 1972-73 will be published.

(2) Plans for Fiscal Year 1976

The report for 1973-74 will be published.

2. *Elementary-Secondary Education: Needs/"Demands," Equity/Access, Trends*

In elementary-secondary education, the policy issues of equal educational opportunity and of financial equalization have dominated public attention for the past two decades. In addition, public policy is now challenged by interrelated issues of specialized educational needs of exceptional children and of children with limited English-speaking ability, of effective occupational education for everyone, and of universal mastery of "survival" skills and knowledges. The NCES program is being adapted to provide data to measure the magnitude of such problems, to monitor progress in their solution, and to identify apparently favorable trends in order to expand the use of strategies that seem to work. Certain innovations under the National Assessment program and some of the mandated studies (the survey of needs for bilingual education, for example) are important contributions to these efforts. Much of the planning for analyses (see below) is designed to exploit available data and to illuminate these issues.

a. ELEMENTARY AND SECONDARY GENERAL INFORMATION SYSTEM (ELSEGIS)

ELSEGIS, initiated in 1969 and conducted annually, is the primary instrument for the acquisition and dissemination of basic policy-oriented data on elementary and secondary education in the United States and outlying areas. ELSEGIS acquires quantitative data on the characteristics, pupils, staff, finances, and facilities in the area of elementary and secondary education. In most cases the data are obtained through cost-sharing contracts with State education agencies which carry out data acquisition, editing, and preparation. Most data are obtained from the State agencies, but in some States (at State option) data are collected directly from the school systems and schools. Statistics collected by the Bureau of the Census and the Office of Equal Employment Opportunity are also used in the ELSEGIS data base.

(1) Activities for Fiscal Year 1975

Annual ELSEGIS data collection will be conducted. The following reports will be published:

- *Statistics of Public Elementary and Secondary Day Schools, Fall 1974*
- *Statistics of State School Systems, 1973-74*
- *Expenditures and Revenues for Public Elementary and Secondary Education, 1973-74*
- *Current Expenditures for Public Elementary and Secondary Education, 1973-74*

(2) Plans for Fiscal Year 1976

Annual ELSEGIS data collection will be conducted; annual reports will be published; and the following report will be published:

- *Education Directory, 1975-76, Public School Systems*

b. STATISTICAL SURVEY OF ELEMENTARY SCHOOLS (SSES)

This survey is intended to assess the need for federally assisted educational programs in local public school systems and the extent to which that need has been met by existing legislation. The principal focus is on children with special needs; i.e., the disadvantaged, minorities, handicapped, migrants, and non-English-speaking children. Data to be collected include the number of children in the aforementioned groups; the number of such children currently being served through federally assisted programs; the intensity of program focus; characteristics of program organization, staff, and pupils; and other program descriptors.

A nationally representative sample of school districts will be used with four interrelated instruments: A district questionnaire to be completed by 750 local education agency representatives; a principal questionnaire to be completed by 3,000 principals in the selected districts; a teacher questionnaire to be completed by 12,000 teachers in the selected schools; four pupil questionnaires to be completed by each of the 12,000 teachers (48,000 questionnaires in all).

(1) Activities for Fiscal Year 1975

A short precanvass form prepared in fiscal year 1975 will be sent to selected local education agencies during September 1975 to verify and update information concerning the relationship of individual schools to programs in operation in each district.

(2) Plans for Fiscal Year 1976

The survey will be conducted during January and February. It is expected that the data will be returned from the State and local education agencies by the end of the fiscal year.

c. SURVEY OF SPECIAL PRESCHOOL PROGRAMS (Pilot study)

The Survey of Special Preschool Programs is intended to ascertain the extent of special educational needs within the preschool population and the degree to which those needs are met by local, State, and Federal programs. The study design, presently under development, will include a pilot study which will determine choice of research strategy, survey techniques, and measuring instruments. Three questionnaires are planned: one to be completed by the preschool administrator, one by the preschool teacher, and one (by the teacher) to collect data on characteristics of the pupil. The principal data items on the questionnaires include: characteristics of the organizational setting of programs, characteristics of staff, characteristics of pupils served, number of children being served, intensity of program focus, and specified program descriptors.

(1) Activities for Fiscal Year 1975

Initial planning of the full-scale study as well as the pilot study will be carried out.

(2) Plans for Fiscal Year 1976

The sample will be selected and the pilot survey will be carried out. A report will be prepared on the results of the pilot study.

d. STATISTICAL SURVEY OF SECONDARY SCHOOLS (SSSS) (PILOT)

The Statistical Survey of Secondary Schools is being developed to collect information at the secondary level (grades 7 - 12) to pinpoint needs for federally funded educational programs in local public school systems and to assess the extent to which these needs have been met by existing legislation. Programs of specific interest include ESEA titles I, II, VI Part B, VII, VIII, NDEA title III, and the Vocational Amendments of 1972. The survey will also serve specified mandated data requirements for bilingual education, career education programs, and programs for the handicapped.

Data will be gathered through four interrelated questionnaires: a district questionnaire to be completed by local education agency representatives; a principal questionnaire, by principals of schools in selected districts; a teacher questionnaire, by teachers in selected schools; and a student questionnaire, which the teacher will complete for selected students.

The principal data items to be collected include types of services and activities being provided for students by federally supported programs, characteristics of the schools and teachers participating in the delivery of services and activities, and characteristics of participants and nonparticipants in the various types of services and activities.

This study will be coordinated with the Statistical Survey of Elementary Schools (SSES). An analysis plan will be developed which will link data elements to policy issues and Federal program manager needs,

(1) Activities for Fiscal Year 1975

Plans are being developed to coordinate with the SSES. A nonrepresentative pilot study to test survey logistics and instruments is being designed.

(2) Plans for Fiscal Year 1976

The pilot study will be conducted and the data will be analyzed.

e. STATISTICAL SURVEY OF NONPUBLIC SCHOOLS (SSNS)

This survey is intended to gather data on federally supported programs operating in nonpublic elementary and secondary schools. Data to be collected include the number of children in such schools having special needs (disadvantaged, minorities, handicapped, migrants, non-English-speaking); the number being served by federally supported programs; the intensity of program focus; characteristics of program organization, staff, and pupils; and other program descriptors.

A nationally representative sample, with subjects randomly selected within delineated sampling frames, will be used to select respondents for 3 interrelated instruments: a school questionnaire to be completed by 3,000 principals (or other school heads); a teacher questionnaire to be completed by 11,250 teachers in the selected schools; 4 pupil questionnaires to be completed by the 11,250 teachers. Questionnaires will also be completed by each of the Roman Catholic diocesan school superintendents and by other significant nonpublic school administrative organizations (about 50 in all).

(1) Activities for Fiscal Year 1975

The survey will be planned.

(2) Plans for Fiscal Year 1976

Planning of the full-scale survey will be finalized and small-scale pretest will be conducted.

f. STATISTICAL SURVEY OF FEDERALLY FUNDED LEA PROGRAMS

This survey is intended to provide data on elementary and secondary pupil population groups, including disadvantaged, handicapped, bilingual, migrant, and other pupils receiving services under federally funded programs conducted by local education agencies. Data to be collected include participation, staffing, expenditures, and activities related to specific program (e.g., the ESEA title I migrant program). In-depth data not currently available elsewhere concerning the impact of Federal funds will be collected in local education agencies at the program level.

Stratified random samples which will be adequate to produce efficient results without undue respondent burden will be selected from the universe established under section 512 of the Education Amendments of 1974. Prescribed groups of programs will be surveyed on a staggered cyclical basis according to a plan developed in cooperation with Education Division program directors.

(1) Activities for Fiscal Year 1975

Planning will be carried out with Office of Education program directors.

(2) Plans for Fiscal Year 1976

Sampling frames and survey instruments will be developed. A pretest of the study will take place prior to full implementation. Preparations will be made for the award of a contract in fiscal year 1976 for data collection in 1977.

3. *Financing of Public Schools*

Surveys and studies reflect the continuing concern regarding the equitable financing of public schools relative to the needs of target populations, particularly in light of changing enrollment patterns and the effects of inflation on operating costs.

a. STATISTICS OF LOCAL PUBLIC SCHOOL SYSTEMS—FINANCES

This annual sample survey, part of ELSEGIS, provides data on revenue of local school systems receipts by type and source, including distribution of Federal funds by program; expenditures by category, including current expenditures, capital outlay, and debt service. Local systems report data on the year's receipts and expenditures after the closing of accounts for the previous year.

(1) Activities for Fiscal Year 1975

Data are being collected for fiscal year 1974. *Statistics of Local Public School Systems, Finances: 1972-73* will be issued, and data for 1970-71 through 1972-73 will be incorporated into EDSTAT.

(2) Plans for Fiscal Year 1976

Data for 1973-74 will be incorporated into EDSTAT, and data for 1974-75 will be collected.

b. EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION

This annual survey reports data collected by the States for use in the financial allocation formulas for programs under P.L. 89-10 and P.L. 81-874. State education agencies collect data on a standardized form from all local education agencies, edit and verify them, and compile them into State totals. They are submitted to NCES around March 15 every year, covering the preceding fiscal year.

(1) Activities for Fiscal Year 1975

Data collection for the 1973-74 report is being initiated. The Report containing 1972-73 data will be published.

(2) Plans for Fiscal Year 1976

The 1973-74 report will be published.

c. BOND SALES FOR PUBLIC SCHOOL PURPOSES

This annual report provides information on the status and trends of public elementary and secondary school bond sales and elections, including information on the number and dollar value of bond elections, approvals, and defeats, by State. The data are taken from reports of sales and elections published in the *Daily Bond Buyer*. Information on the rating of bond issues is obtained from *Moody's Investors Service.*

(1) Activities for Fiscal Year 1975

The report for 1973-74 will be published.

(2) Plans for Fiscal Year 1976

The report for 1974-75 will be prepared.

d. UPDATE OF CENSUS DATA BY SCHOOL DISTRICT

NCES is developing an updated School District Reference Tape, which will be used to aggregate at the school district level social and economic data from the 1970 Census of Population. This updating will reflect the more than 1,000 consolidations and other changes in school district boundaries that have occurred from 1970 to 1974. Statistics made available from this update will improve the allocation and targeting of funds with concomitant benefits for target populations; e.g., data on the number of children below the poverty level will assist ESEA title I managers and State coordinators in subcounty allocations; data on low educational attainment will contribute to the Adult Basic Education Program; statistics on occupations and vocational training will support the Career Education Program; data on mother tongue will be useful to the Bilingual program.

(1) Activities for Fiscal Year 1975

School district maps are being revised to reflect the changes in district boundaries which occurred between 1970 and 1974. These revisions are being incorporated into the School District Reference Tape.

(2) Plans for Fiscal Year 1976

Census data on social and economic characteristics will be retabulated on the updated tape.

4. *Trends in Nontraditional Education*

The use of a variety of educational resources for instruction is being ascertained through several types of studies.

a. DEVELOPMENT PROGRAM OF STATISTICS IN EDUCATION TECHNOLOGY

The Corporation for Public Broadcasting (CPB) and NCES are cosponsoring a program of statistics of public television and radio. To date, financial, staffing, scheduling, production, and program source have been collected. Data have been collected for 1974 on the program content of the national public television (PTV) system, including types of programs, patterns of repeat programing, grade levels of instructional programs, and the extent to which educational programs are supported with supplementary materials. The data collected will aid CPB and the Education Division in carrying out the mandate to support and develop public broadcasting in title III, part IV of the Communications Act. This survey will also provide information which will assist the Education Division in determining the nature and scope of new television programing currently authorized under title III, sec. 711 of the Emergency School Assistance Act.

(1) Activities for Fiscal Year 1975

Statistics on Public TV and Radio Facilities, 1973 has been published.
Statistical Report on Public Broadcasting, 1973 has been published.
Reports on Program content for calendar year 1974 will be completed.

(2) Plans for Fiscal Year 1976

Data will be collected from elementary schools on the instructional use of television by classroom teachers and on the availability and use of other technologies such as videotape recorders, computers, and closed-circuit systems.

Further analysis of the program content data will be conducted, and tailored program data collection for 1976 will be initiated.

The following reports will be published:

Summary Statistics on CPB-Qualified Public Radio Stations, 1974
Summary Statistics of Public TV Licensees, 1974

b. H DBOOK OF EDUCATIONAL TECHNOLOGY - CLASSIFICATIONS AND STANDARD TERMINOLOGY

This handbook will provide standard terminology and definitions in the field of educational technology. Definitions will apply to all educational levels and components and will include curriculum, staff, students, materials, equipment, techniques, and facilities.

The handbook is being developed in cooperation with a national planning group composed of personnel from approximately 20 organizations and will be used for standardized recordkeeping and reporting throughout the country.

(1) Activities for Fiscal Year 1975

The handbook will be completed.

(2) Activities for Fiscal Year 1976

The handbook will be published and distributed nationally.

c. LIBRARY GENERAL INFORMATION SURVEY (LIBGIS)

The Library General Information Survey (LIBGIS) represents the first effort to integrate a collection of data on public school, college and university, Federal, and State libraries and State library agencies. Data collected from each type of library include information on resources (print and nonprint media), expenditures, staffing, facilities, and hours of service.

(1) Activities for Fiscal Year 1975

The first LIBGIS survey is focused on school libraries (involving a national sample survey of 3,500 school libraries and media centers) and public libraries (covering a national sample of 1,550 public libraries and library systems). Also, in fiscal year 1975, reports will be published based on previously collected data:

- *Library Manpower Supply and Demand* (to be released by the Bureau of Labor Statistics)
- *Federal Library Resources and Activities*

(2) Plans for Fiscal Year 1976

A universe survey of 3,300 college and university libraries will be conducted. During fiscal year 1976, the *Library Statistics Operations Handbook* will be released, together with data from surveys of:

- *College and University Libraries*
- *School Library/Media Centers*
- *Public Libraries*

5. *Teacher Supply and Demand*

Teacher supply and demand estimates are important in assessing the provision of adequate numbers of persons prepared to fill a major role in developing human resources. Providing information to help students, counselors, the profession, and the public to understand the current and prospective supply of and demand for teachers underlies the education personnel statistics program.

Demand estimates in broad categories are prepared regularly and are published annually in *Projections of Educational Statistics*. The projects described below will contribute to better estimates of supply, by field and by other characteristics, including the potential supply as well as the active teaching force.

In fiscal year 1975, NCES has increased the regular distribution of statistical reports providing teacher supply and demand information to insure that all institutions offering teacher preparation curriculums receive these data pertinent to student choices.

a. DESIGN STUDY FOR A NATIONWIDE SURVEY OF THE PREPARATION OF EDUCATION PERSONNEL

This study is intended to design and test a nationwide survey and to prepare a series of case studies that will provide comprehensive information on all aspects of undergraduate teacher preparation. Data will be collected from faculty, students, and administrators.

The study will examine the number of persons being trained (potential additions to the teacher supply) by field; the characteristics of students and faculty in these programs; the content and structure of teacher preparation, with emphasis on implementation of new training programs, contexts, or styles; the cost of teacher preparation programs surplus; and the organizational structure and decisionmaking processes in institutions which prepare teachers.

(1) Activities for Fiscal Year 1975

Activities will be based on a conceptual framework of critical problems and issues facing teacher education which will serve as the basic guidelines for survey questionnaires.

Data-collection instruments and case study procedures will be field tested.

(2) Plans for Fiscal Year 1976

The pilot study will be conducted and the full-scale survey implementation plan and institutional case studies will be prepared.

b. SURVEY OF RECENT COLLEGE GRADUATES WITH EMPHASIS ON ADDITIONS TO THE SUPPLY OF TEACHERS

This is a survey of the employment and education experience of recent college graduates, with special emphasis on enumerating additions to the supply of teachers. The study will help assess the job market for recent graduates including teachers. The data collected for teachers will focus on the number of recent graduates added to the teacher supply (the number who took teacher training, the number who were certified, and the number who entered teaching); the addition to the supply, the specialty (special education, vocational education, social sciences, etc.); and the relation between teaching specialty prepared for and actual employment.

(1) Activities for Fiscal Year 1975

Data collection on 1973-74 graduates will be initiated.

(2) Plans for Fiscal Year 1976

Data collection on 1973-74 graduates will be completed and analyzed. Developmental work will begin for a similar survey of 1975-76 graduates.

c. SURVEY OF THE RESERVE SUPPLY OF TEACHERS (Fiscal Year 1976)

This survey will address a largely unexplored factor in the assessment of teacher supply. A national sample of persons who have taught but are no longer teaching will be interviewed to measure the likelihood of reentry into the teaching jobmarket under various conditions, examining motivations to return. These data, which will provide a basis for national estimates of the reserve supply, will be collected in the fall of 1976. It is planned to conduct this survey incidental to another national household survey.

d. DATA ON PUBLIC SCHOOL TEACHERS (Fiscal Year 1976)

In fiscal year 1976, data will be collected from a sample of persons currently teaching in various fields, with particular emphasis on bilingual education, remedial reading instruction, vocational education, and special education. Data will also be collected on aspects of teacher turnover; e.g., the number of teachers leaving inner-city schools for surburban schools, and the frequency of and reasons for job changes. Salary data will be collected by type of assignment.

e. REPORT ON THE STATE OF THE EDUCATION PROFESSIONS (Fiscal Year 1975)

In preparation for this congressionally mandated report, NCES has awarded a contract to project the supply and demand for significant classes of professional education personnel for the year 1980-81, based on the most recent information available. In the course of this projection effort, the dynamics of teacher supply and demand by 1980 will be analyzed to yield estimates and relationships directed specifically to Federal planning needs. An annotated bibliography of the teacher supply and demand literature, unique in its coverage of the subject, has been completed as part of this project and now is being published for availability to individuals and institutions throughout the Nation.

D. Mandated Activities and Studies

The Education Amendments of 1974 identified particular studies or activities for which NCES was assigned responsibility. Specified activities direct that NCES work with other governmental agencies on problems related to data collection, compilation, or accessibility and prepare annual reports on particular subjects. These on-going activities include:

- Participation in a consortium of Federal agencies to develop an educational data base with joint access through automated data processing.
- Development of standards to protect the confidentiality of persons and procedures to enforce the standards.
- Providing assistance to State and local education agencies for improving statistical and data-collection activities.
- Preparation of an annual report on the condition of education in the United States.

Specified studies identify topics on which Congress requires statistical reports in education. These studies will examine:

- Bilingual Education
- Measures of Poverty
- Alternative Methods for Updating the Bases of Distribution of ESEA Title I Funds
- Updating the Number of Children Counted Under ESEA Title I
- Impact Aid
- Sex Discrimination in Education
- Athletic Injuries
- Safe Schools

This section describes each of these studies and the fiscal year 1975 and 1976 activities which NCES is undertaking to meet the mandates.

1. *Activities*

a. CONSORTIUM OF FEDERAL AGENCIES

In response to section 406(f) of the Education Amendments of 1974, NCES has organized a consortium of Federal agencies to develop a shared data base for educational statistics. The project provides (1) direct joint access to all educational data received by the Center as well as to selected files of the Bureau of the Census, National Science Foundation, Veterans' Administration, and other agencies and (2) information on matters such as educational data files which are currently automated, interagency data redundancies, data standards, and ways of interrelating data bases and producing a large-scale integrated data base of educational information. Participants in the consortium who help NCES establish priorities and make recommendations for developing the shared data base, include the Library of Congress, the General Accounting Office, the Senate Committees on Labor and Public Welfare and on Appropriations, and the House Committees on Education and Labor and on Appropriations, as well as a number of Executive Branch agencies. To facilitate timely responses to nonstandard queries for educational information, cost reimbursable special reports, cross-tabulations, and statistical analyses will be made available upon request.

Two basic activities are to be carried out by NCES to implement the recommendations of the consortium: (1) data-base development and (2) data-base maintenance. In the first, for each candidate data base considered for inclusion, a detailed analysis will be made to determine consistency or redundancy with data already available, the necessary linking procedures needed to provide maximum retrieval flexibility are determined, and recommendations are made for scheduling documentation and accessing to the system. For the data bases included, computer programs will organize the data into standardized formats and appropriate user documentation will be prepared. For the second, maintenance, additional surveys and successive years of surveys already included in the data base will be added. (The addition of successive years of data in the same series will not require the detailed analysis, programing, or documentation noted.) Under the guidance of consortium agencies, NCES will analyze and reorganize the structure of the data base as necessary to make it efficient for the users, in light of actual experience.

In fiscal year 1975, between 10 and 12 national data bases and approximately 150 State data bases will be processed and placed in the EDSTAT System. In fiscal year 1976, between 50 and 100 additional data bases will be added.

b. CONFIDENTIALITY

Sec. 501 of the Education Amendments of 1974 requires that "The Center shall develop and enforce standards designed to protect the confidentiality of persons in the collection, reporting, and publication of data under this section."

An NCES task force is developing a proposed statement of policy and standards, together with recommendations for implementing the law. The work of the NCES task force is being related to that of an HEW-wide task force on confidentiality, also established under the Education Amendments of 1974. The HEW task force will develop regulations in support of sec. 513(a), which requires that HEW "adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary. . . ." Since these regulations will apply to NCES, the NCES task force will identify policy issues and activities requiring regulations more specific than those covered by sec. 513 (a). Thorough examination of the law may result in a single set of regulations to cover both sec. 501 and 513(a).

It is anticipated that regulations protecting the confidentiality of persons will be implemented in fiscal year 1976, either separately or as part of the overall regulations developed by HEW.

c. TECHNICAL ASSISTANCE

The National Center for Education Statistics was directed to "assist State and local education agencies in improving and automating their statistical and data collection activities."

The means by which NCES is planning and carrying out this activity have been described in detail in the preceding section on Common Core of Data and Technical Assistance. Both specific assistance projects at the local and State levels and general assistance projects to document guidelines and prototypes are included.

d. CONDITION OF EDUCATION

The Assistant Secretary for Education is required by sec. 501(a) the Education Amendments of 1974 to submit an annual report to the Congress which "includes a statistical report on the condition of education and a projection . . . of estimated statistics related to education in the United States." A description of the activities of NCES in the current fiscal year and a projection of activities and costs for the succeeding fiscal year are also to be included in the report.

The first edition of the report, released March 1, 1975, presents information about American education within a broad context designed to facilitate policy analysis. A wide variety of information sources, both within and outside NCES, were consulted. Data were collected on educational procedures and outcomes, with an emphasis placed on relating information about the educational enterprise to available output measures.

Responses from Congress and the educational community are expected to contribute to planning for the 1976 version. Topics for special analysis and additional data needs will be identified.

2. *Studies*

a. BILINGUAL EDUCATION

Section 731(c) of the Education Amendments of 1974 mandates the Commissioner of Education to report twice, November 1, 1975, and November 1, 1977, on ". . . the condition of biilgnual education in the Nation . . ." and related matters. Subsections of 731(c) elaborate the content of these two reports. Subsection 731(c)(1) indicates the reports are to include ". . . a national assessment of the educational needs of children and other persons with limited English-speaking ability and of the extent to which such needs are being met from Federal, State, and local efforts, including (A) not later than July 1, 1977, the results of a survey of the number of such children and persons in the States, . . ." Section 427(4) of Part A of the General Education Provisions Act mandates the National Center for Education Statistics to carry out the survey.

A major purpose of the reporting is to provide an adequate basis for assessing the number of teachers and other education professionals and nonprofessionals needed to provide programs of bilingual education—or other special instruction—to school-age children and adults of limited English-speaking ability not presently served.

For the report due on November 1, 1975, data will be analyzed and reported from surveys to be conducted during 1975. The surveys will provide: (1) data on the numbers of teachers and other personnel being prepared by all institutions of higher education for work in programs of instruction for persons of limited English-speaking ability, including bilingual education programs; (2) information available from the State education agencies about limited English-speaking-ability populations and programs; (3) Bureau of the Census estimates, based on a supplement to the July 1975 current population survey, on the numbers of persons nationally with limited English-speaking ability. Also to be incorporated in this report will be existing data on bilingual education, including data from HEW's Office for Civil Rights and other sources.

The 1975 report will provide a test of the approach, to be further developed for the 1977 report, for estimating from national survey data the personnel and other resources needed to extend bilingual programs to meet needs of the population with limited English-speaking ability.

Work for the report due November 1, 1977, will be initiated in fiscal year 1975 culminating in fiscal year 1976 with a household survey larger than the Current Population Survey to estimate the number of persons with limited Enlish-speaking ability for each of a number of language groups and, for each State, estimates of the total number of such persons. Simultaneously, detailed data on programs of special instruction in public elementary schools for children with limited English-speaking ability will be collected through NCES' Statistical Survey of Elementary Schools, which will provide data from a national sample of school districts and from schools, teachers, and pupils within those districts.

b. MEASURES OF POVERTY

Sec. 823 of the Education Amendments of 1974 directs the Assistant Secretary for Education to study methods of developing current and accurate statistical measures of poverty for use in allocation of funds under title I of the Elementary and Secondary Education Act of 1965.

In 1975, the study is reviewing current practice and data availability on the use of poverty measures, analyzing and testing alternative measures based on the current concept of income for their implications for title I allocations, exploring a broader concept of income for implications for title I allocation, and developing methods for estimating the number of children in poverty according to this broader concept at State and sub-State levels for postcensal years. Differences by region, metropolitan/urban/suburban/rural location, and family size and composition are being considered. Extensive computer testing of models is underway.

The poverty study is a major analytic effort for which Federal staff is organizing the work program and designing tests of possible statistical measures. The administration of the tests and comparisons is being conducted by contractors. The Education Division staff is summarizing finding and weighing the value of alternative possible methods, preparatory to reaching recommendations in 1975 for inclusion in a report to Congress.

Provision is made in fiscal year 1976 to satisfy the new requirements which will result from the congressional response to the preliminary submission by the Education Division in August 1975. This will involve extensive statistical analysis and computation.

c. ALTERNATIVE METHODS FOR UPDATING THE BASIS OF DISTRIBUTION OF ESEA TITLE I FUNDS

This study, mandated by the Education Amendments of 1974, will compare advantages and disadvantages of alternative methods (including data elements to be used) for updating the basis of distribution of ESEA title I funds within States. The findings and conclusions will, after deliberations within the Department of Health, Education, and Welfare and consultation with the Secretary of Commerce, form the basis for recommendations by the Secretary of the Department of Health, Education, and Welfare to the Congress.

The contractor to be selected in April 1975 to carry out the project will present several alternative models for annually updating the basis of fund distribution. The Assistant Secretary for Education will designate three of the proposed models, with any necessary adaptations or modifications, for further development and testing. The contractor will carry out a simulated distribution of funds as a test of each of the three models, using actual data for a recent year, and will summarize advantages and disadvantages of each model. The Office of the Assistant Secretary for Education, with collaboration by other agencies of the Departments of Health, Education, and Welfare and Commerce, will analyze the contractor's results, recommend a method for use, and present a rationale for its selection. The final report, to be completed in

April 1976, will summarize the work done, provide results of the tests, and present findings, conclusions, and recommendations for consideration by the Congress.

d. UPDATING THE NUMBER OF CHILDREN COUNTED UNDER ESEA TITLE I

Sec. 822(a) of the Education Amendments of 1974 specifies that "the Secretary of Commerce shall, in consultation with the Secretary of Health, Education, and Welfare, expand the current population survey (or make such other survey) in order to furnish current data for each State with respect to the total number of school-age children in each State to be counted for purposes of section 103(c)(11a) of title I ESEA."

The subsection referred to identifies one of four categories of data needed for title I: the number of children ages 5-17 from families below the poverty level. The other kinds of data needed include: (1) the number of children ages 5-17 from families above the poverty level receiving aid for dependent children (AFDC); (2) the number of children in institutions for the neglected and delinquent; and (3) the number of children in foster homes supported with public funds. The Secretary of Commerce has proposed a survey of households designed to collect data on the number of children ages 5-17, from families below the poverty level. It is anticipated that byproduct data can be collected concerning the effects of alternative "poverty levels."

The survey effort will be conducted by the Department of Commerce (Bureau of the Census), with participation by NCES in monitoring the activity. NCES will coordinate this project with those conducted under sec. 821 and sec. 823 of the Education Amendments of 1974 to ensure exchange of information and full opportunity for other HEW offices to advise and comment on survey and study plans.

In fiscal year 1976, NCES will continue the liaison role with Census, providing consultation, educational expertise, and policy orientation for the survey operations.

e. IMPACT AID

Congress has requested that a study of the SAFA program (School Assistance in Federally Affected Areas) be conducted to identify the type and location of Federal facilities, the number of children living with parents who live or work on such facilities, the number of parents employed on such facilities, and an estimate of the economic impact of the presence of Federal property on local education agencies, along with estimates of the percapita income of residents living within the boundaries of local education agencies receiving impact aid.

The first step in this project has been the addition of selected data items to the SAFA data collection form for the 1974-75 school year. In fiscal year 1976, selected SAFA data will be tabulated, including kind and location of Federal property, residence of children counted under sec. 3(a) and sec. 3(b) of P.L. 874, number of parents by civilian and military occupation, and number of children residing in low-rent housing projects.

Also in fiscal year 1976, estimates will be compiled (based on selected SAFA data and data from the 1970 census) of per-capita income for each area served by a local education agency receiving impact aid.

Supporting work required for estimates of the economic impact of Federal property on local education agencies will be done under contract. The request for proposals will be prepared and the contract will be let in fiscal year 1976. The work will be completed in fiscal year 1977.

f. SEX DISCRIMINATION IN EDUCATION

A national comprehensive review of sex discrimination in education is mandated by the Women's Educational Equity Act of 1974 (sec. 408, Education Amendments of 1974). Within this mandate the Commissioner of Education has requested that NCES develop information necessary for program planning mandated by the Act. An intensive effort now underway will provide information to the Office of Education's Advisory Council on Women's Educational Programs early in 1976 on three topics identified as necessary for program development. The three topics under study are: employment practices relating to women in teaching and other educational roles at all levels of education; the availability to women of guidance and counseling services in secondary, postsecondary, and adult education; and access to curricula appropriate to women's needs in postsecondary and adult education.

The studies concerning these topics will review and analyze existing information relating to sex discrimination in education. The studies will make specific recommendations based on findings.

g. ATHLETIC INJURIES

Section 826 of the Education Amendments of 1974 requires that the Secretary of Health, Education, and Welfare collect data on athletic injuries and deaths for a 12 month period from secondary schools and from institutions of higher education and that he determine the numbers of injuries occurring at schools which have and do not have medical or health professional personnel trained to prevent or treat injuries. The Secretary is directed to request each school to maintain appropriate records to enable it to compile the necessary data.

To keep within the statutory fund authorization for this survey and to minimize the recordkeeping burden placed on the education community, a sample effort involving 3,852 schools and colleges is planned. It will be initiated in fiscal year 1975 and completed in fiscal year 1976. Each school and college in the sample will be asked to complete a form indicating the name, title, and address of the person to contact for the survey and specified information about injuries. At the end of 12 months, the school will be asked to report on all athletic injuries that occurred during the year which involved an absence from competition or practice of at least 1 day, by sex, major category of sport, and whether an athletic trainer or other medical or health person was available. The school will be invited to make comments.

These reports will be collected, followups conducted, and analytic tables prepared presenting estimates of the results.

h. SAFE SCHOOLS

Sec. 825 of the Education Amendments of 1974 requires that the Secretary of Health, Education, and Welfare conduct a study to determine the extent of crime in the schools, property losses suffered as a result of unlawful activity, and effective methods employed by school and other officials to prevent and control such criminal activity. Responsibility for the study has been assigned to the Education Division.

The extent of crime in the schools, by location and level of schools, will be determined by an NCES survey of offense rates and property losses. A survey instrument covering the period from the beginning of the 1974-75 school year through January 31, 1975, will be mailed out to State and local school officials. The survey, covering a sample of public and nonpublic schools, is designed to acquire data on the number of offenses committed on school facilities which school officials reported to local law enforcement officials during the reporting period and the total dollar cost to repair or replace supplies, equipment, and school facilities damaged or destroyed as a result of arson, burglary, bombings, and vandalism. Data from the survey, information from auxiliary sources, and State estimates will be processed in fiscal year 1976.

A research study is planned by the National Institute of Education to examine methods of crime prevention and reduction being employed by the schools and to assess the effects of such methods on the instructional process. This study will be initiated late in the current school year. Based on the survey and research studies, the Secretary will prepare a report to Congress which will delineate the extent and seriousness of crime in the schools and contain legislative recommendations based on the findings.

E. Analysis

Section 406(a) of the Education Amendments of 1974 requires that NCES "conduct and publish reports on specialized analyses of the meaning and significance" of education statistics. NCES is engaged in several types of analytic studies:

- Developing new indicators
- Relating trends in educational time series to socioeconomic characteristics
- Establishing relationships which facilitate policy analysis.

The first type of study addresses necessary prerequisites for interpretive analyses which use the comprehensive data bases acquired by NCES through its major collection and survey activities. The second type identifies key variables which link educational problems to broader social problems and hence assists in formulating hypotheses of causality. The third type examines patterns which will support the development of conceptual schemes for generating and then examining policy alternatives.

1. *Developing New Indicators*

a. ANCHOR TEST DATA ANALYSES

This study, underway in fiscal year 1975 and to be completed in fiscal year 1976, is developing techniques for translating scores on eight commonly used reading achievement tests into a common metric. The first step of the project has been completed with the publication of a manual containing score equivalents and norms for the tests. The current project will relate characteristics of 200,000 children and their schools to reading achievement.

b. INDICATORS OF INEQUALITY OF EDUCATION OPPORTUNITY

This fiscal year 1975 study will develop indicators for use by agencies designing and implementing programs to reduce inequality. The study will utilize data from 4,900 school districts on the Census/ELSEGIS tape to relate per-pupil expenditures and pupil/teacher ratios to the demographic characteristics of school districts.

c. MEASURES OF POVERTY

Methods for estimating the number of children in poverty, by region, location, and family characteristics are being developed and tested extensively in fiscal year 1975. NCES is providing consultation for this methodological study, which supports the project discussed under mandated studies to assist in the allocation of funds under ESEA title I.

d. UNIT COSTS IN HIGHER EDUCATION

NCES is monitoring and participating in planning efforts intended to develop nationally applicable procedures for calculating the annual cost of instruction per student by field of study in institutions of higher education. The effort will be directed initially to undergraduate instruction in liberal arts but will eventually encompass other programs and other types of institutions. In fiscal year 1975, NCES is examining alternative approaches to data collection and will identify technical problems to be resolved in order to make comparisons and draw inferences. In fiscal year 1976, design and pilot testing of a data-collection instrument will identify additional problems and provide insights on developmental methodology for establishing unit costs.

e. FAMILY ECONOMIC STATUS INDEX

This study, to be completed in fiscal year 1975, will yield an indicator of family economic status based on student responses to survey questionnaires. Validity in relation to family income is being tested, using 1970 decennial census data.

f. EXPLORATORY STUDY OF COST OF EDUCATION INDEX

A preliminary study in fiscal year 1976 will investigate the requirements for an index which would permit the unbiased assessment of regional and community differences in component costs of elementary and secondary education. Problems in constructing the index for particular levels of education, instructional programs, regions, or target groups will be studied, and recommendations for the development of an index will be formulated.

2. *Relating Trends in Educational Time Series to Socioeconomic Characteristics*

a. THE NEED FOR BILINGUAL EDUCATION

A Current Population Survey in July 1975 will collect data on the needs of persons with limited English-speaking ability. Analyses using these data to relate population parameters to educational needs will contribute to the mandated report on bilingual education.

b. THE PATTERN OF ENROLLMENT GROWTH IN HIGHER EDUCATION

Characteristics of students enrolled in higher education in recent years will be examined in fiscal year 1976 by age, sex, and type of enrollment to reveal changing patterns of enrollment.

c. CHANGING CHARACTERISTICS OF FIRST-TIME STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

Characteristics such as age, sex, and enrollment status of persons who have recently enrolled as first-time students will be examined in fiscal year 1976 to isolate changing patterns of participation. This information will contribute to later analysis on the impact of programs on present and potential target groups.

3. *Establishing Relationships Which Facilitate Policy Analysis*

a. CHARACTERISTICS OF DROPOUTS

In fiscal year 1975, data from the 1970 decennial census on the socioeconomic and racial backgrounds of youth ages 15-19, who were then not attending school and who had not graduated from high school, will be assembled and compared with data on youth who remained in school. This study will serve as background for planning a future study of high school graduates and dropouts based on data from the High School Longitudinal Study.

b. CHARACTERISTICS OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS

In fiscal year 1975, tabulations of the demographic characteristics of public and nonpublic school students are being compiled, by State. Comparisons are expected to yield insights into the principal characteristics differentiating these two groups of students and the policy variables which may affect them. The study will be concluded in fiscal year 1976.

c. IMPACT OF FINANCIAL AID ON ENROLLMENT IN POSTSECONDARY EDUCATION

Data on financial assistance received by members of the high school class of 1972 for postsecondary education will be examined in terms of individual characteristics (aspirations, ability, socioeconomic level, sex, and race) to determine the extent to which Federal financial aid has been effective in equalizing access to postsecondary education by all target groups. This analysis will be conducted in fiscal year 1976 using data from the High School Longitudinal Study.

d. ACCESS TO POSTSECONDARY EDUCATION

In fiscal year 1975, data from households sampled by the Bureau of the Census in the May 1974 Current Population Survey will be analyzed to describe characteristics of subgroups of young adults by their participation in postsecondary education, actual or intended sources of financial assistance, and perceived barriers to educational goals. Reports will be produced in fiscal year 1976.

e. COMPENSATION LEVELS, RANKS, AND TENURE BY SEX OF HIGHER EDUCATION STAFF

An examination of differences in types of contracts, distribution of ranks, achievement of tenure, and fringe benefits in higher education employment in fiscal years 1975 and 1976 will document the nature and extent of differential treatment of the sexes. Utilizing HEGIS data the study will isolate those variables in which differential treatment appears to be most severe as a tangible step in constructing policy alternatives.

Costs for Fiscal Year 1976 Activities

Common Core of Data		$1,665,000
National Assessment of Educational Progress		6,000,000
Surveys and Special Studies and Analysis		9,000,000
Mandated Studies and Activities	(3,485,000)	
Activities		
Consortium of Federal Agencies		
Confidentiality		
Technical Assistance		
Condition of Education		
Studies		
Bilingual Education		
Measures of Poverty		
Alternative Methods for Updating the Basis of Distribution of ESEA Title I		
Updating the Number of Children Counted Under ESEA Title I		
Impact Aid		
Sex Discrimination in Education		
Athletic Injuries		
Safe Schools		
Program Administration		5,580,000
	TOTAL	$22,245,000

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